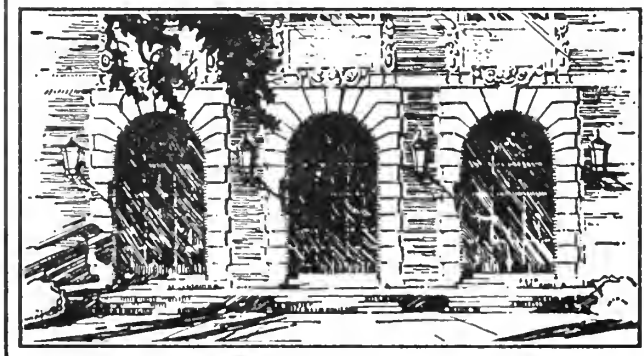


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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

OLD VALUES AND NEW APPLICATIONS

SIMULATIONS AND GAMES IN CONSUMER EDUCATION

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FOREWORD

It is an exciting time in the Division of Home Economics Education of the University of Illinois when the staff sits down together to plan the next volume of the ILLINOIS TEACHER. We try to anticipate our readers' wishes and needs. Someone remembers a comment from a reader she met at a national conference: "We depend upon the ILLINOIS TEACHER to keep us up to date," or "We look to the ILLINOIS TEACHER for new ideas."

We feel challenged. "What do we have to share?" we ask ourselves and each other. We think about the projects we are engaged in, the work our graduate assistants are doing, the questions our student teachers are raising. We ponder the conferences we have attended, the ideas we have gained from talking with colleagues, the questions we are asked in correspondence from all over the country. We consider possible contributors. We look for a common thread that might serve as a theme for the year and a focus for each of the six issues. We wish you were sitting here with us to help make the needed decisions.

This year we have adopted the theme, "Old Values and New Applications." Some of the old values are health, thrift, ability to earn a living, the need to help each student to reach the limit of his potential, the need to evaluate. Which ones would you nominate?

New applications could include the increased attention to nutrition education, the protection of the environment, the need to help students gain the knowledge required for new kinds of consumer decisions. There might be new kinds of groupings, new ways to organize schools (for example, middle schools, open classrooms), new ways to individualize instruction (for example, resource centers, learning packages, and contracts), increased emphasis upon occupational education in home economics. We could explore the need for more attention to teacher evaluation, student self-evaluation, evaluation in the affective domain or in programs of individualized instruction.

We cannot promise to solve all the problems or to touch on all that is new, but in the 1971/72 volume we hope to share some of our thinking on some of these new applications and stimulate you to think of some newer ones which we hope you'll share with us.

In the first three issues, part of our sharing will be from our summer Workshop in Consumer Education. This first one will suggest some ways our Workshoppers thought we might add excitement to our classes with group techniques that involve simulations, games, and the like. The second issue will include some low literacy materials in consumer education which the Workshoppers produced and an extensive, annotated bibliography of such materials as we were able to collect from all over the country. The third issue will stress ways to individualize instruction, especially in consumer education and nutrition.

The members of the Workshop are listed below and their names also accompany their contributions throughout the three issues. The Workshop was directed by Hazel Taylor Spitze, and consultants included Howard Kaufman, Chief of the Consumer Fraud Division of the Illinois Attorney General's Office; Ola Lippe, Casework Supervisor of the Champaign County

Department of Public Aid; Dean Emerson Cammack of the University of Illinois College of Commerce; Dr. William R. Powell, University of Illinois reading specialist in the Department of Elementary Education; Dr. Wesley Seitz of the University of Illinois Department of Agricultural Economics; Catherine Carter and Betty Jo Hill of the Illinois Division of Vocational and Technical Education, State Board of Vocational Education, whose office co-sponsored the Workshop. We are indebted to Dick Hofstrand, graduate assistant in Agricultural Education, for most of the photographs.

Hazel Taylor Spitze
Editor for This Issue



Part of our work was done as a total class, part individually, and part in small groups as shown here. At this point the groups were brainstorming uses for discarded products like flip tops from nonreturnable cans, plastic bags, and empty boxes from their polaroid film--as a part of their discussion of the consumer's responsibility for environmental quality.

MEMBERS OF THE WORKSHOP

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SIMULATIONS AND GAMES IN CONSUMER EDUCATION

Hazel Taylor Spitze

In an earlier statement,¹ I have suggested that teaching techniques may be classified according to the principle of reality into three categories: real life situations, simulations of reality, and abstractions from reality. And I have expressed the opinion that teaching effectiveness decreases as we move away from reality. In a portion of that statement entitled "Individualizing Instruction with a 'Happening' in Consumer Education," I have suggested many examples of real life situations of reality which may be utilized in a heterogeneous class.

The members of the 1971 Workshop in Consumer Education at the University of Illinois were challenged to create new techniques with which to attract students' interest and to make more effective the teaching of principles of importance to consumers. Many of these "creations" were games and various kinds of simulations, some of which we want to share in this issue of the *Illinois Teacher*.

Why did these teachers believe that simulations and games would be more effective than the traditional lecture-recitation-review-exam approach to consumer education? How does one make decisions about *how* to teach? We submit the following as possible guidelines in answering these questions.

SOME CHARACTERISTICS OF AN OPTIMUM LEARNING SITUATION

1. All students are actively participating.
2. All students are mentally and emotionally involved.
3. Concrete experiences are used to demonstrate the abstract principles to be taught. The situation is real or as near to reality as possible.
4. Students are enjoying the learning.
5. Students are growing in self-esteem as well as knowledge.
6. Students are *thinking*, reflectively and creatively.
7. Students are having *success* experiences.
8. Students are learning how to learn on their own.
9. Students are seeing usefulness in the learning.

¹Spitze, Hazel Taylor, *Choosing Techniques for Teaching and Learning*. Home Economics Education Association, National Education Association, 1970. 40 pp.

10. Students have a part in planning the activities.
11. Students and teacher are seeing themselves as *partners* in learning.

Of course, the choice of technique is not the first step in any teacher's preparation. It is, it seems to me, the *third* step and follows his careful determination, in cooperation with the students, of the *objectives* of the program, and his rational assessment of the *content* needed to meet those objectives.

There are many ways to state objectives, of course. Some people like to make them so specific that the behavior showing that the objective has been met can be observed today, and so involved that the content, method, and means of evaluation (in other words, the whole process of education) is included. Others insist that this practice puts excessive emphasis on the cognitive to the exclusion of the affective objectives, and that it tends to stress trivialities that are easy to measure and observe and to give undue weight to the lower levels of cognition. It seems reasonable to me that a teacher and his students might develop a set of global objectives in all three domains (cognitive, affective, and psychomotor) for a total program and to add sub-objectives of a more specific nature for daily lessons or other short units.

A possible set of such long range objectives which teacher and students might develop together could be to help students:

1. become aware of the choices they must make as consumers.
2. make consumer decisions which have lasting satisfaction for them.
3. develop a reasonable level of confidence in their own ability to make decisions.
4. gain ability to use their resources to achieve a level of living which they deem desirable.
5. develop a set of skills which will extend their present resources.
6. value cooperation in the use of resources.
7. value an unpolluted environment.
8. understand the effect of individual consumer decisions on the quality of the environment.
9. gain increased knowledge regarding some products and services consumers use.
10. gain skill in asking questions and obtaining dependable information.

11. recognize the effect of consumer decisions upon family relationships.

It is easy to see that the content needed to meet such a set of objectives is quite different from that which would be needed to teach a "unit on buymanship." One of the teachers commented that her most valuable learning during the Workshop was that consumer education was much broader than buymanship. The usual questions of where to buy, how to buy, when to buy, and how much to buy sometimes seem less important than *whether* to buy. In earlier times because of Depression or War we have often heard

Use it up
Wear it out
Make it do
Do without.

Now, for a very different reason, that is, the preservation of our environment, we may need to chant the slogan again.

In choosing content for any set of objectives, we need, of course, to identify the *principles* needed, that is, the factual relationships that must be understood. The following are some basic principles of consumer education which would be relevant to the objectives suggested above.

1. All consumers have choices to make.
2. Individual consumer decisions affect the level of living possible on a given income.
3. Family resources affect consumer decisions.
4. Resources are often interchangeable, e.g., time and skill for money, or community-provided resources for private resources.
5. Information about alternatives affects choices.
6. Price is not a dependable guide to quality.
7. Buying on credit increases the cost of consumer goods and services.
8. Cost of credit varies with credit source.
9. Planning affects spending.
10. Planning affects consumer satisfaction.
11. Planning each purchase in relation to total family needs affects family harmony.
12. Investigating a variety of market sources before making a consumer decision affects satisfaction with purchases.

13. Keeping financial records affects planning for future spending.
14. If all who are affected by a decision participate in making it, the decision is more likely to be implemented.
15. Individual consumer decisions affect the quality of environment for all.

Consumer education, thus broadly conceived, includes knowledge about all of the goods and services we consume, as well as principles of decision making and of human and environmental relationships. Hence, it could be a focus for a comprehensive course in home economics at any level.



On the last day we had a "smashing coffee break" complete with fruit bowl. The photographer apologizes for having cut off our heads!



We had one male, Jerry Schoenike, who audited the course "to learn more about home economics education," and one out-of-state home economics teacher, Ruth Freel, city supervisor from Nashua, N. H. They pose here, in American Gothic fashion, during "intermission." These intermissions were a definite part of the curriculum.

Each member of the Workshop chose her own objectives, defined the needed content, and then developed new strategies for teaching it. Class time was used to gain new knowledge from consultants and each other, to get inspiration, to view video tapes, to participate in discussions and small group work, to examine resources on display, to share news and consumer complaints, and to try out techniques. A field trip to the local recycling warehouse, where paper and glass are collected, and to the sewage treatment plant gave Workshoppers new insights into the pollution problem.

One teacher, Marie Vosicky, offered suggestions on "how to acquire teaching supplements without dipping into your school budget." In briefer language, she called her technique "begging" and she reported on ways in which she obtained from businesses and industries "valuable teaching aids which they would have thrown away" and offers of consultative help. She visits florists, card shops, department stores, etc., and secures craft materials, vases, flowers, ribbons, wrapping paper, wall paper sample books, fabric remnants, rug and upholstery samples and the like. One of her most valuable acquisitions is a box of garments that were "seconds" which students examine and locate the flaw, then discuss whether it would still be usable. In these days of reduced budgets, teachers were glad to have her suggestions.

The simulations and games the teachers developed are adaptable to many situations and may serve to generate new ideas from those who use them. In the Workshop each new technique seemed to stimulate others from fellow members.

The following is one of the simulations, provided by the Director, which was tried out during the Workshop. Titled "Which House Would You Buy?" it is a simulation designed to teach the principle that *information about alternatives affects choices*. The vehicle used to require the decision and to teach the principle could as easily have been cars or other consumer goods. Each student was given a mimeographed sheet (see Exhibit A, page 6), and magazine photographs of the houses were passed around for all to see. (Or they could be placed on bulletin boards or shown on an opaque projector.)

Each student was then given an opportunity to ask the teacher *privately* a given number of questions about the houses to secure additional information. Other students did not hear these questions or the answers. The information from which the teacher answered these questions is given in Exhibit B (page 8). It was assumed that no particular problems, other than those listed, were present in the houses.

After a specified length of time, each student voted by secret ballot on which house she would buy. Then the teacher revealed all the additional information and asked if any student wished to change her vote. There is no "right" answer, of course, since values enter in, but the point of the principle, that information about alternatives affects choices, usually becomes quite clear. The part that values play can also be stressed when, for example, one student says, "I'd take House C

even if it *is* near a tavern and has no clear title because it's the only one with space for me to keep my horse."

Exhibit A

Consumer Decisions: Which House Would You Buy?

Problem: In minutes each person (or team) must vote on which of the six houses (to be shown) he would buy.

Information about *all* six houses:

They are all about the same price.
They all have adequate living space for your needs and all have about the same amount of space.
They all have central heating, with operating furnaces.
They are all two-story.

Information about individual houses: (Illustrations by Janet Tracy)

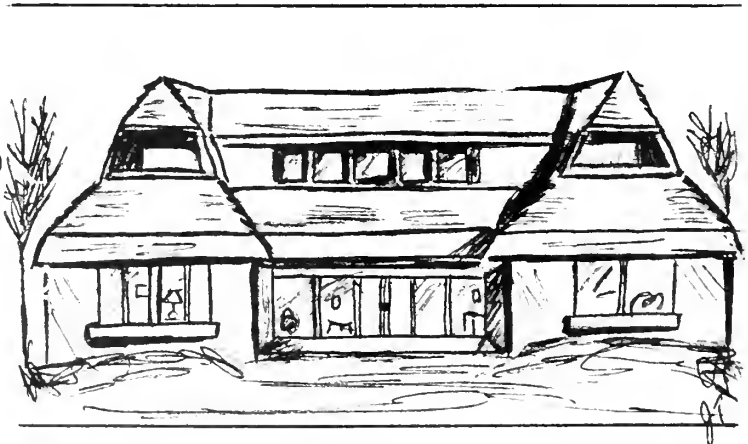
House A:

Brick and glass exterior
Large lot with trees
Age 20 years
Air conditioned
No basement (first floor partly below ground)
Near a good school
Attached double garage
Two fireplaces
Carpeting and draperies included



House B:

Exterior mostly stone
On city bus line
Age 3 years
Carport in rear
Large corner lot 100 x 200
Carpeting and draperies included
Built-in kitchen appliances
Air conditioned
Basement



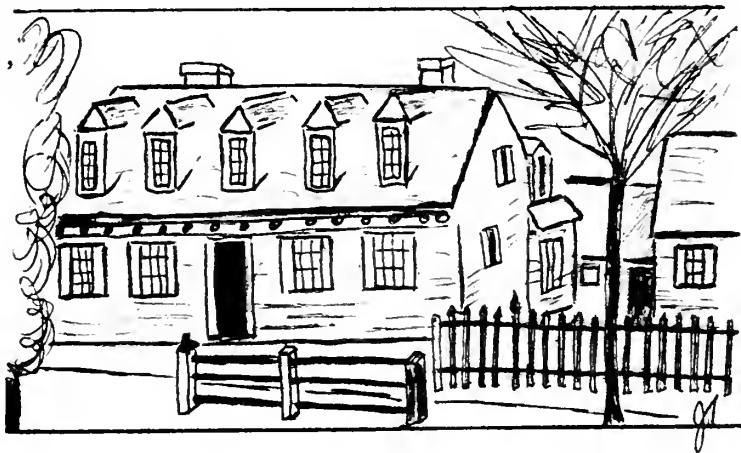
House C:

Located on 3 acres in
country (10 miles
from town)
Includes basement
apartment for rental
income
Detached single garage
in rear
Semi-finished room in
attic
Age 40 years
Frame exterior (painted)



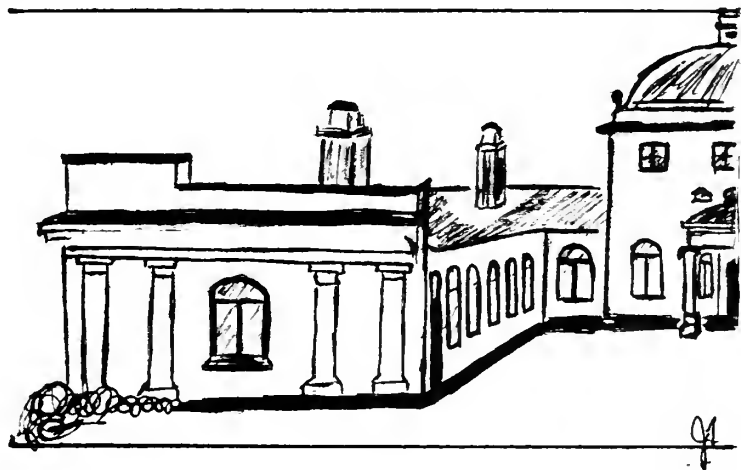
House D:

Near shopping center,
schools, churches, and
public transportation
Recently repainted outside,
redecorated inside,
remodeled kitchen
Carpeting and draperies
included
Age 35 years
New furnace
Lot 85 x 150
Frame exterior
Detached single garage
with efficiency
apartment over it
Basement



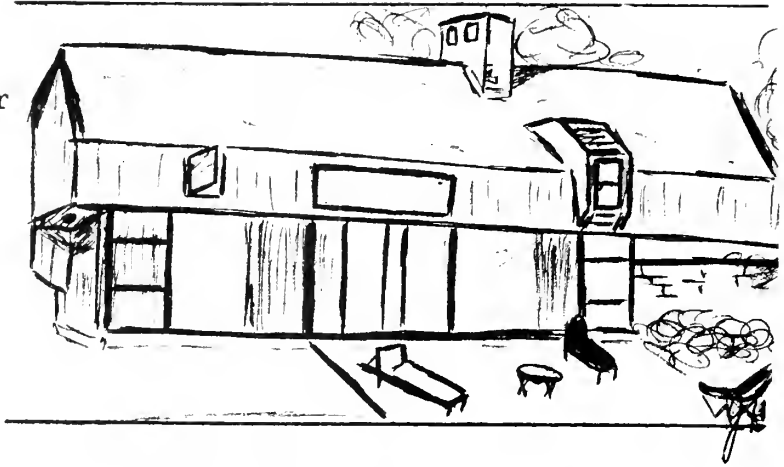
House E:

Exterior is concrete block
and stucco, recently
repainted
Lot 100 x 150
Old servants' quarters
converted to double
garage and large
recreation room
No basement
Age 50 years
Convenient to schools,
shopping, etc.
Modernized kitchen
Carpeting and draperies
included



House F:

Frame and brick exterior
Age 2 years
Lovely patio in rear
Air conditioned
Lot 65 x 150
Landscaping outstanding
Attached double garage
No basement



If you need additional information, you may formulate questions, tell where you would go for dependable answers, and teacher or resource person will provide help. You may ask two questions each time the resource person comes around to your table. Your questions may pertain to any or all of the houses. Have your questions written out *and* indicate (also in writing with the question) where you would go for a dependable answer to that question.

Be ready to vote on which house you would buy in ____ minutes.

Exhibit B

Consumer Decisions in Housing

Additional information about houses
for teacher or resource persons.

- All Houses: No termite damage except F
Air conditioning in A, B, and F only
Utility bills reasonable except E
All insulated except E
All have modern, adequate electrical systems, except E
Roof ok except A and D
Neighborhood no problem except as noted for C and D
All have clear titles except C
Taxes reasonable except C
Drainage satisfactory and no water problems except A
School adequate
No financing problem
- House A: Drainage unsatisfactory
First floor gets covered with water every time it rains
Needs new roof
- House B: No unusual problems
- House C: Busy highway in front and driveway, at steep angle, makes hazard in entering highway
Railroad near back of lot
Tavern that attracts troublesome characters down road about 1/4 mile

House C (cont'd)

No clear title

Taxes high because was part of very productive farm and
has not been reassessed

House D: Foundation has deteriorated and house is tilting a little
Roof leaks

All old houses in neighborhood and no other has been
refurbished

House E: This house was built without insulation and it takes a
mint of money to heat it
Electrical system has not been updated and is insufficient
for modern appliances, etc.

House F: This house was not protected from termites and was attacked
almost as soon as completed. Condition serious and
worsening.

FOR RENT

A Lesson Plan Involving a Simulation of Families Choosing Rental Housing

Billye Griswold

Objectives: To help students realize what factors cause rent to vary,
to become familiar with a lease, and to identify factors which
affect family choices in location and types of housing.

Equipment needed: Newspaper ads for rental property and doll houses or
cardboard boxes to represent houses, apartments, mobile homes,
churches, schools, shopping centers, recreation areas, etc. (Or,
better, some pages from a realtor's book of rental housing, with
photographs and descriptions.)

Content: The choice of housing is influenced by the values, interests,
and needs of family members.

The location of housing in relation to work, shopping centers,
schools, etc., affects consumer decisions.

Housing needs and choices differ among families and within the
same family at different stages of the life cycle.

Leases, which are contracts between landlords and tenants,
vary in their specifications as to length of tenancy required,
amount of rental, and responsibilities of both parties.

Technique: Let each student draw a slip of paper designating the role that he will play and have "families" assemble in groups. Give each family a card with information about itself, e.g. amount allotted for rent in family budget, certain relevant values such as desire for large yard or proximity to school, ages of family members, limitations such as whether they can climb stairs, whether they have a car or furniture or pets.

Arrange the room suitably to display the rental housing and other property. With each rental unit, provide information as to whether it is furnished, amount of rental, number of rooms and amount of storage, whether children and pets are allowed, whether lease is required, etc. If lease is required, provide a copy of the lease renters are asked to sign.

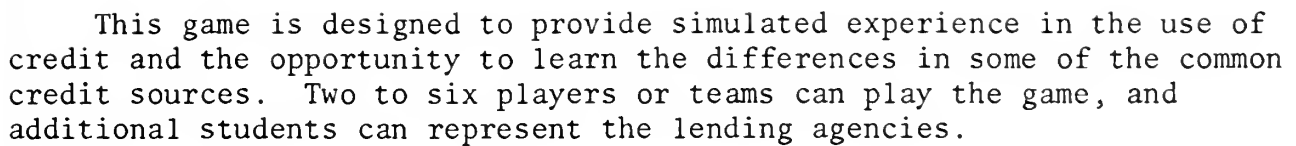
Allow a certain time for families to make their choices and rent the property. No two families can decide on the same property, so a sign-up sheet will be needed with all properties listed.

When all families have decided where to rent, each reports to the rest of the class why they made the choice they did, how they resolved disagreements within the family, if any, and answers questions from anyone who wishes to ask, including the teacher.

If desired, some class members could play landlord roles and try to persuade the potential tenants to choose their property. In that case, the learning for those students would be different, since they would not be making the housing decision.

Assignment: Have students list the things about their present home that they like and dislike, in order of importance to them. Have them note which list is longer, which list contains the feature that is of greatest importance to them, and which of the disliked features could be changed and at what cost. Have them read the checklist for renting or buying housing on pp. 324-5 in *Consumer Economics Principles and Problems* by Wilhelms and Heimerl, and see whether they would add or subtract anything from this list in making their own decisions. Or, students could formulate their own checklist and then compare with the reference.

Kay Caragher



The Player nearest to the START square begins and each in turn throws dice and moves that number of squares on the Board. If he lands on a red square, he *must* buy the item and record it on his Purchases sheet. If he lands on a green square, he *may* purchase the item if he wishes; if so, he records it on his Purchases sheet (see page 16). He may pay cash or use credit. Representatives of the credit agencies explain the cost of their loans.

If Player obtains a loan, he must sign a contract with the lender and record on his PAYMENT RECORD sheet (see page 16). In each trip around the Board, he must make whatever payments are due. (Monthly payment

charts from a mail order catalog may be used here to determine amounts.)

Each trip around the Board represents one month and the Player receives \$250 each time he begins a new trip.

The Winner is the one who has the most assets at the end of a designated number of rounds, e.g. 12 to represent a year. Assets consist of the *cash* price of items purchased plus cash on hand, minus any outstanding debts. If Player has insufficient cash to cover debt, he must allow the Board to "repossess" the item and lose his equity.

THE CREDIT GAME: CONTENTS OF BOARD

<u>RED SQUARES</u>		<u>GREEN SQUARES</u>	
Women's Shoes	\$ 11.00	Purse	\$ 8.00
Chest of Drawers	84.95	Hand Mixer	14.75
Dress	17.98	Air Conditioner	114.95
Men's Shoes	19.95	Stereo	129.95
Dryer	209.95	Iron	15.75
Dress	12.98	Dish Washer	179.95
Men's Slacks	10.95	Television	349.95
Women's Coat	39.95	Watch	16.75
Chair	44.95	Can Opener	21.95
Sofa	94.95	Skirt	7.95
Dishes	18.98	Hair Dryer	17.75
Vacuum Cleaner	39.95	Blender	22.95
Washing Machine	154.95	Toaster	11.75
Man's Jacket	19.90	Percolator	16.75
Range	279.95	Scarf	4.00
Bed Frame, Mattress, and Springs	210.95		
Shirt	5.95		
Table and Chairs	99.95		
Refrigerator	234.95		

CHANCE CARDS

(Stack also includes four blank cards)

You won \$10 in a drawing. Collect this amount.

Yesterday was your birthday. You received \$5 as a gift. Collect this amount.

You received a \$20 a month raise. Collect \$20 each time you pass start for the rest of the game.

You were sick and missed one week of work. Collect only \$190 next time you pass start.

You got a \$20 Christmas bonus at work. Collect this amount.

Last week you received \$10 for a wedding anniversary gift. Collect this amount.

You received a \$5 bonus at work. Collect this amount.

Yesterday was your birthday. You received \$10 from your mother. Collect this amount.

You are customer of the month at the department store where you have your charge account. You received \$5. Collect this amount.

You received a \$20 a month raise. Collect \$20 each time you pass start for the rest of the game.

You received a \$10 reward for returning to the owner a dog which you found. Collect this amount.

One of the members of your family got a part time job at the department store. Collect \$120 next time you pass start.

PAY CARDS

(Stack also includes three blank cards.)

Your family decided you were charging too much. Close all your accounts. Pay all debts.

You lost \$100 today. Pay this amount to the bank.

You are moving. Pay \$100 moving charges to the bank.

You lost \$5 today. Pay this amount to the bank.

You lost your department store charge card. Someone charged on it. Pay maximum \$50 to the bank.

You lost your Bank Americard. Someone charged on it. Pay maximum \$50 to the bank.

Close all your charge accounts. Pay amount due on them.

You lost \$10 today. Pay this amount to the bank.

BANK LOAN CONTRACT

I hereby apply for a loan of \$ _____ for ____ months.

Name: _____

Address: _____

Total Cash Purchase Price \$ _____

Finance Charge _____

Total Time Balance \$ _____

The time balance stated above of \$ _____ is payable in ____ consecutive monthly installments of \$ _____ each. Each monthly installment of \$ _____ will be paid the first day of each month. Finance charge is 15% annually.

Witness _____ Purchaser _____

Bank Officer _____ Address _____

CREDIT UNION LOAN CONTRACT

I hereby apply for a loan of \$ _____ for ____ months.

Name: _____

Address: _____

Amount of Loan \$ _____

Finance Charge _____

Total Time Balance \$ _____

The time balance stated above of \$ _____ is payable in ____ consecutive monthly installments of \$ _____ each. Each monthly installment of \$ _____ will be paid the first day of each month. Finance charge is 1% per month or 12% annually.

Witness _____ Purchaser _____

Union Officer _____ Address _____

FINANCE COMPANY LOAN CONTRACT

I hereby apply for a loan of \$ _____ for ____ months.

Name: _____

Address: _____

Total Cash Purchase Price \$ _____

Finance Charge _____

Total Time Balance \$ _____

The time balance stated above of \$ _____ is payable in ____ consecutive monthly installments of \$ _____ each. Each monthly installment of \$ _____ will be paid the first day of each month. Finance charge is 40% annually.

Witness _____ Purchaser _____

Company Officer _____ Address _____

DEPARTMENT STORE CREDIT CONTRACT

Item Purchased	Cost
_____	\$ _____
_____	_____
_____	_____
_____	_____
_____	_____
Total Cost	\$ _____
Finance Charge	_____
Total Time Balance	\$ _____

Purchaser agrees to pay the Total Time Balance in ____ installments of \$ _____ each on the first day of each month until paid in full. Finance charge is 1 1/2% per month or 18% annually.

Witness _____ Purchaser _____

Credit Authorizer _____ Address _____

PAYMENT RECORD SHEET

Item Purchased	Total Cost	Amount of Monthly Payment	Months to Pay (Circle When Paid)											
			1	2	3	4	5	6	7	8	9	10	11	12

SCORE SHEET

Item Purchased	Cash Price	Finance Charge				TOTAL COST
		Dept. Store	Bank Loan	Finance Co. Loan	Credit Union Loan	
Total						
Cash on Hand						
Grand Total						
Debts Outstanding						
TOTAL ASSETS		This figure determines winner.				

BORROWERS' DILEMMA

Nancy DeWitt

This simulation, planned in two stages, can help students gain a "feel" for a lending agency and also for the borrower, as well as some knowledge of procedures for securing loans, rates of interest, etc.

In the first stage, each student draws a card assigning him to represent a lending agency, such as bank, credit union, finance company, pawnbroker, savings and loan association, department store credit department, or insurance company. Student prepares a "commercial" for his agency by using references provided and working with other students who represent the same agency. This "commercial," designed to persuade borrowers to use his agency, may be presented live, tape recorded as a radio simulation or prepared as a poster or newspaper ad. The representatives also prepare to answer any questions about their agency which may be asked by borrowers.

In preparing for the first stage, the lenders should have answers for the following questions:

- Who can borrow?
- What is the usual cost of \$100 for one year?
- What is the range of interest charges and why do they vary?
- What are the minimum and maximum loans allowed?
- Is collateral required?
- Is a co-signer required?
- What is the repayment method?
- For what purposes can borrowers obtain loans?
- What happens if borrower defaults?

In the second stage, each student plays a borrower role depicted on a card which he draws from another, differently colored, stack. These cards describe his credit needs and his situation, such as credit rating and income. Some examples are shown on page 18.

Each student "shops" at all the agencies, studies their commercials and asks questions, then decides where he can best obtain the needed loan. During the first part of this period, half the class can be at their posts as representatives of credit agencies to answer borrowers' questions, while the other half shops, then they can switch positions so that everyone has a chance to get his questions answered. Borrowers, perhaps working in groups or "families," could develop a set of questions to ask lenders as they shop.

A summarizing session, which might be a third stage, if periods are short, would have each person explain his decision and his reasons. The teacher could raise questions and pose additional problems as needed to further the objectives. Students might be given a chance to change their decision if new information warrants.

Evaluation of learnings from the simulation might be secured by having students react later to a series of case situations in which money was borrowed and they agree or disagree with the borrowers's decision and tell why.

Examples of "Credit Needs Cards"

YOUR FOUR CHILDREN NEED SUPPLIES FOR THE FALL TERM AT SCHOOL. THE TOTAL COST OF THE BOOKS, ETC., WILL COME TO \$125. YOU MAKE \$120 A WEEK. YOU HAVE NO MONEY SAVED FOR THIS AND HAVE OTHER BILLS TO THINK OF. WHERE WILL YOU BORROW THE MONEY?	YOU HAVE JUST MOVED INTO A NEW UNFURNISHED APARTMENT AND NEED TO PURCHASE A STOVE AND REFRIGERATOR THAT TOGETHER COST \$600. YOUR YEARLY TAKE-HOME WAGES ARE \$6500. WHERE WILL YOU BORROW THE MONEY?
YOU HAVE ONLY BEEN MARRIED A SHORT TIME. YOUR WIFE CAN'T DRIVE YOUR CAR AND YOU HAVE DECIDED TO BUY A NEW ONE. THE NEW CAR COST \$3200. THE TAKE-HOME PAY BETWEEN THE TWO OF YOU IS \$750 A MONTH. YOU HAVE NO MONEY FOR A DOWNPAYMENT, BUT YOU ARE GOING TO TRADE YOUR OLD CAR IN. WHERE WILL YOU BORROW THE MONEY?	YOUR FAMILY HAS DECIDED TO BUY A NEW COLOR T.V. THE COST OF THE T.V. IS \$475. YOUR TAKE-HOME PAY EACH WEEK IS \$175. WHERE WILL YOU BORROW THE MONEY?
YOUR FURNACE JUST WENT OUT. THE ESTIMATE FOR ITS REPLACEMENT WILL BE \$600. YOU NEED THE FURNACE. IT'S WINTER TIME. YOUR YEARLY INCOME IS AROUND \$5000. YOU ARE CONSIDERED A POOR CREDIT RISK. WHERE WILL YOU BORROW THE MONEY?	YOU ARE LOW ON CASH AND YOUR WIFE IS PREGNANT. BECAUSE OF THE PREGNANCY, YOUR WIFE IS NOT WORKING. THE BILL FOR THE DOCTOR WILL BE \$700. YOU HAVE NO MONEY SAVED AND THE MONTHLY INCOME IS NOW \$400. WHERE WILL YOU BORROW THE MONEY?
YOU HAVE HAD UNEXPECTED MEDICAL EXPENSES. THE LOCAL CLINIC BILL HAS COME TO \$300 AND THEY DO NOT HAVE A CREDIT PLAN. THEY WANT THEIR MONEY WITHIN THE MONTH. YOU HAVE A SALARY OF \$125 A WEEK. YOU ALSO HAVE OTHER BILLS TO THINK OF. WHERE WILL YOU BORROW THE MONEY?	YOU HAVE OUTSTANDING BILLS THAT TOTAL OVER \$400. THE ELECTRIC COMPANY AND OTHERS ARE THREATENING. YOU NEED MONEY FAST. YOUR INCOME IS \$350 A MONTH. WHERE CAN YOU BORROW THE MONEY YOU NEED?
A RECENT WIND STORM DAMAGED THE ROOF OF YOUR HOUSE AND A NEW ROOF IS NECESSARY AT ONCE. THE COST OF THE NEW ROOF WILL BE \$300. YOU MAKE \$300 A MONTH. YOU ARE CONSIDERED A POOR CREDIT RISK BY THE BANK. WHERE WILL YOU BORROW THE MONEY?	YOU ARE A TEENAGER WITH A PART-TIME JOB AFTER SCHOOL EARNING \$20 A WEEK. YOU HAVE DECIDED TO BUY A USED CAR. THE PRICE OF THE CAR IS \$450. WHERE WILL YOU BORROW THE MONEY? YOU <i>ONLY</i> HAVE \$100 SAVED.

THE QUEST FOR CREDIT

Mary Beth Manning

This slightly different simulation has the same objectives as the previous one but introduces a couple of new ideas. Roles of lending agency representatives are assumed by some students, of credit counselors by others, and of borrowers by the remaining students.

Borrowers are divided into three families with specified characteristics.

Family A: Father has been laid off his job and they need \$500 for current expenses. He hopes the lay-off is quite temporary. He has worked for a small tool company for ten years and is a member of its credit union.

Family B: Father is self-employed. They want the \$500 loan to make some home improvements. He is a member of a credit union sponsored by his lodge.

Family C: Father has a position with a large, well-established firm. He has worked for the company for 15 years and has a position of responsibility, although not an executive position. They want the \$500 loan to take a vacation trip.

Each family goes to each of three credit agencies to inquire about a possible loan: bank, credit union, and finance company. Classroom is set up to allow privacy for the interviews as in real lending agencies. Lenders ask the following questions during the interviews:

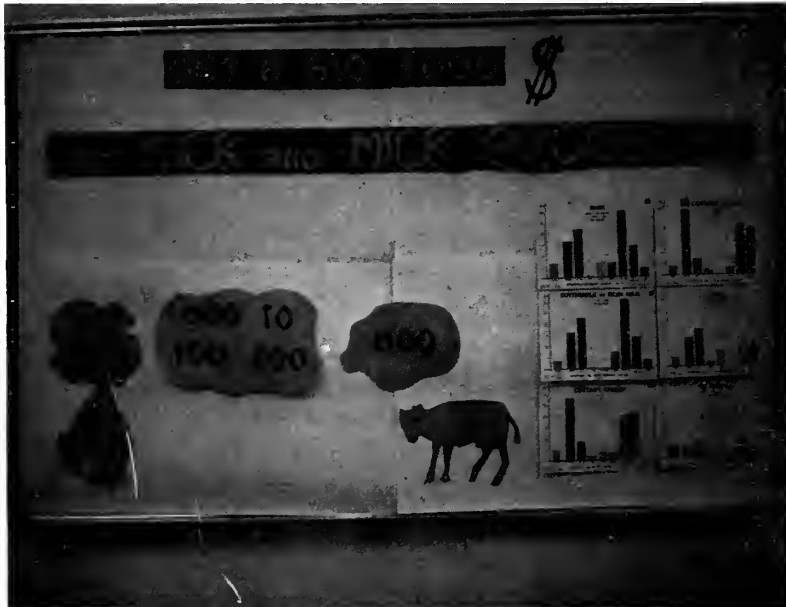
How long have you lived where you now live?
Do you have a steady job?
How much do you earn?
Do you have any unpaid bills? If so, how much?
Do you have money borrowed from anyone? If so, how much?
Do you own your home? How much do you owe on it?
Do you own a car? If so, is it fully paid for?
Do you have other sources of income besides your job?
Why do you want to borrow the money?
What do you have as collateral?
Whom would you ask if a co-signer is needed?
What three people could serve as references for you?

After the three interviews, the family makes a tentative decision about the best place to borrow and then goes to the Credit Counselor to discuss this decision. (Teacher may offer suggestions as to where credit counselors are available in local community.) Credit Counselor is informed regarding all lending agencies and answers borrowers' questions, and he may ask additional questions to stimulate borrowers' thinking, but he does not make recommendations. Family reconsiders decision and

makes final choice, goes to chosen agency and arranges for loan, fills out appropriate applications, signs contract, discusses repayment plan, etc.

The teacher may guide a summarizing discussion with such questions as:

What are the possible sources of consumer credit?
How do the costs of credit vary with the source?
Why do individuals and families use consumer credit?
What is a credit rating?
What are some questions a lender may ask before granting credit?
What are a consumer's responsibilities in using credit?
Does the lender have responsibilities in granting credit? If so, what are they?
How does consumer credit contribute to an individual's or family's happiness and security?
What is the value of using the services of credit counselors?
Why is it important to shop for credit?



Ruth Freel offered advice to the food shopper in this bulletin board display.

THE COST OF BEING A SENIOR
An Example of the In-Basket Technique

Mary Beth Manning

Objectives:

The student comprehends the concept of money management.

The student understands that one consumer choice affects another, and one's satisfaction.

The student will increase his ability to make decisions with lasting satisfaction.

The student comprehends the costs of the senior year in high school and the decisions he has to make as a senior.

Content:

Planning affects spending.

Consumer decisions affect each other.

Satisfaction with decisions is influenced by knowledge of alternatives.

Records of past spending affect planning for future spending.

Technique:

The following In-Basket Technique would offer experience in making decisions and recording earnings and expenses. The class will arrive at a form for keeping records and plan their future spending. This is a beginning lesson, and will cover a few minutes of class time each day for two weeks. It will take all of the period on the first and tenth days.

The lesson is introduced by the teacher as follows:

"We are going to investigate, 'The Cost of Being a Senior'. Probably most of you have heard Seniors talk about the high costs of their last year in high school. Almost every month they are needing money for typical senior expenses such as pictures, annual graduation invitations, and caps and gowns. Meeting all these expenses is difficult for many students. To help you learn what these expenses are, and how to make decisions to be ready to meet these expenses is our next learning opportunity.

"You are each to keep a written record of the hypothetical, or pretend, income you have and how you spend it. This will represent the nine months of school, but will actually be done on nine consecutive school days with a final accounting and evaluation on the tenth day. This record will serve as a basis for discussion of the satisfactions you received and for a future spending plan. You may keep the record in

any form you choose. But, it must be written and brought to class, in order that we may compare our different decisions and view the final accountings.

"Each day you are to pick up a slip from the box on the shelf marked Consumer Education. Remember each slip represents a month's typical expenses for a senior student. These are not all the expenses we can expect, but are most of the usual ones. The slips include items concerning various personal and family activities and expenses involved. In making the decisions involved, assume your own particular characteristics such as being a boy, a girl, a football player, a cheerleader, a band member, etc. If you want to be in the Senior play, assume you are in the cast. Make other similar decisions as needed.

"After you read the slip each day, we will discuss it and answer any questions. You will have to make real life decisions concerning different everyday situations in the life of a senior in high school. This should help you plan and make sensible spending choices in the future. Also, you should gain an understanding of how consumer decisions affect each other.

"Your first decision is to select a way of obtaining money from those listed on the board. As you see, there are jobs with different earnings, an allowance, and the family 'dole.' Choose the one that is realistic for you.

On the board are listed:

Work: A maximum of 18 hours a week

1. At a filling station, a store, drive-in restaurant, on a farm @ 1.60 per hour.
2. Babysitting or housework @ 1.00 per hour.

Other:

3. Receive an allowance of \$5.00 a week.
4. Receive a family 'dole' as money is needed.

(Allow time for decision and writing down hours, rate, etc. Then continue.)

"You have realistically chosen how you will obtain the money you need. As you earn your money each month, record it. Remember the football player won't be able to work as much in football season, the farm worker has less to do in the winter, and the drive-in closes for vacation in January. These should show up in your earnings.

"We will assume you have worked or saved a little money this past Summer, and you may begin your records with a credit of \$10."

September

21 days expenses for your lunches. The cafeteria costs 40¢ a lunch but you don't have to eat there. What are your expenses?

If you go to Sunday School and/or church, do you contribute to the collections? If so, how much?

You have beginning school supply expenses of paper, pens, pencils, notebooks. What do you buy, how much does it cost? Record.

There are two movies you want to see. Your friends are going. It will cost 90¢ each. Do you go? Take a date? Buy any snacks?

We have three football games. It will cost you 50¢ to attend if you are not a player, a cheerleader, or in the band. Do you go? One of the games is "away." It will cost 25¢ if you ride the spectator bus. Remember, the food stands are open. What are your expenses, if any?

Near the end of the month the various school clubs collect dues of 50¢ each, if you belong to any, record your expenses.

FHA has a pizza party before a football game. You have to take your own pizza. If you go, record your expenses.

Senior pictures are taken. You must pay \$3 for a sitting. Record your expenses.

Did you stop at the drug store or drive-in on the way home? If so, what were your expenses?

Credit yourself with your earnings, if you have not already done so.

October

21 days of school lunch expenses. How much did you spend? Record.

The first payment on the annual is due. If you buy one, record an expense of \$2.50.

There is a Homecoming Dance, tickets are \$1.00 Stag and \$1.75 Drag. Do you go--on a date? Any snacks afterwards? Most girls are getting new dresses, maybe shoes too. Do you? Do you make your dress? As a boy, do you need a new shirt, tie, shoes? Record any expenses involved for your particular situation.

Senior Play practice begins, after which nearly everyone goes to Ballard's Drive-In for "eats." If you are a member of the cast, do you go? You will practice five nights this month. What are your expenses, if any?

Do you make collection plate contributions at Sunday School and/or church, if you go? Record.

There are four football games this month. 50¢ each for students. Two games are "away" with bus expenses 25¢ each trip. Do you go? Buy any snacks? Record your expenses, if any.

Girls need two pair hose at \$1.50 each. Do you buy them or do without?

Your "group" stops at the drug store six times this month. How many times do you stop and what do you spend?

Record your earnings.

November

20 days of school, what are your school lunch expenses?

There are two football games. Student tickets cost 50¢ each. One game is away and the bus costs 25¢. How many do you attend? Do you buy any snacks? What are your expenses?

You now need more paper, pens and pencils. How many do you buy? How much do you spend? Record.

Senior play practice is held for fifteen nights this month. Do you have any after-practice snack expenses?

The Senior play is given. Student cost 50¢. Do you go? Take a date? Do you go to Ballard's Drive-In for snacks afterwards? Record your expenses.

The Junior class is selling boxes of candy for \$1. Do you buy any? If so, how many?

Record your earnings.

(Do you need any help with a form to keep your records? If so, sample forms are available at my desk or you can seek help from a fellow student. Turn in your record tomorrow so we can see how you are recording it.)

December

Just 16 days of school this month. Record your school lunch expenses.

Senior pictures arrive. If you have ordered any, your average cost will be about \$50. Record your expenses, if any.

Do you buy any Christmas gifts? Make some of them? Buy on pre-Christmas sales? What are your expenses?

There are seven basketball games. Student cost 50¢ each. Three games are away and the bus costs 25¢ a trip. Do you go? Buy any

snacks? Record your expenses. After the game there is a dance. Cost 50¢ Stag and 75¢ Drag. Do you go? Take a date? Buy any snacks afterwards?

National Honor Society is selling Christmas candles. Some are \$1.00 and others \$1.50. Do you buy any? If so, record the amount.

The Illinois Valley Tournament is held during Christmas vacation so there is no spectator bus. We play in three different sessions, student cost 50¢ a game. If you go, do you furnish a car or help on the gas? How many nights do you attend? Are there any food costs involved? Record what you spent, if anything.

Record your month's earnings, if you have not already done so.

Any church or Sunday School gifts? If so, record.

January

21 days for school lunch expenses. Make a record of yours.

We have nine basketball games, four "away." Expenses as before. Decide whether or not you will go to any or all. Remember we are nearing the end of the semester and those English IV term papers are due. Semester exams are not far off either. Do you go? Record expenses as before.

If you go to Sunday School or church, did you make any contributions? If so, record.

The Senior class sponsors a skating party. It will cost \$1.45 without your skates and \$1.00 with your own skates. You had promised your mother to help her at home. Do you go? If you go, record your expenses.

Orders are taken for graduation invitations at a cost of 20¢ each; name cards are \$4.00 a hundred; thank you notes are \$1.00 for a box of twelve; and memory books, \$3.00. Most of the students order some of each. What do you order, if anything? A downpayment of half the cost of the total order must be made at this time. Record your expenses.

FTA sponsors a Book Fair. There are many good paperback buys. Do you buy any books with such an opportunity?

Record your earnings.

February

21 school days again this month. Record your school lunch expenses.

FHA sponsors a Sweetheart Dance. Cost 75¢ Stag and \$1.00 Drag. Do you go? Take a date? Do you buy any new clothes? Many of the girls are getting new dresses.

If you go to Sunday School and church, do you put anything in the collection? If so, record.

Eight basketball games this month, four of them "away." Expenses as before. How many, if any, games do you go to? Spend anything for snacks? Record expenses.

Record your earnings.

March

23 school days this month. Record your school lunch expenses.

Just two basketball games this month. They are State Tournament games away from home. Student cost 75¢ and 25¢ for the bus. Do you go? Record food costs, if any.

The final payment of \$2.50 on the annual is due. If you reserved one, make the final payment.

The basketball team goes to the State Tournament as spectators. If you go, you have only to pay for transportation and food. Do you take a car? Help on expenses? What do you spend on food? Record your expenses.

The band and Science classes also have trips, but only food costs are involved. If you go, what are your expenses for lunch and snacks? Record them.

The Seniors are selling chocolate candy bars at 50¢ each. Do you buy any? How many? Record the cost.

If you made contributions to your Sunday School and/or church, record them.

Record your earnings for the month.

April

There are 20 days of school; record your lunch expenses.

Invitations, etc., order arrives. If you ordered any, pay the remaining half of their cost and record it.

The school chorus makes a contest trip. You have no expenses except for snacks. If you go, did you spend anything? Record it.

Easter is this month and you had been planning on a new outfit. Were you able to save up enough money to buy it? Or did you decide to make a dress? Record any costs involved.

Write down any contributions you made to Sunday School and/or church, if you went.

The Illinois Valley Track meet is held. It costs students 50¢. Did you go? Eat anything? No spectator bus this time. Record your expenses, if you attended.

Record your earnings.

May

Junior-Senior Banquet and Prom are held. Most of the girls are buying two dresses (one a formal costing approximately \$30, the other a street length and costing an average of \$20), shoes and gloves. What do you buy, if anything? Do you make one or both of your dresses? Make shoes and gloves you have do? Maybe a dye job on both? Do boys rent a tux outfit for about \$15? Buy shoes? Get by with what they have; maybe a new tie and shirt? Do you take a date, buy a corsage (approximate cost, \$5), provide transportation? Record expenses.

20 days of school this month. Record lunch expenses.

Caps and gowns arrive and they cost \$6. Make a record of your payment.

If you send any invitations, record the postage.

Do you buy any graduation gifts for friends? Or do you all agree to forego this gesture to each other? If you have any gift expenses, record them.

One Saturday is an all-day Senior picnic trip to Forest Park in St. Louis. They are going to the zoo and other points of interest. You have never been there and would like to go. Mother will provide your lunch. You will have only snack expenses. You will miss a day's work. Can you get "off"; can you afford the income loss and expenses? What do you decide? Record your expenses, if any.

Record your earnings.

Graduation!

Congratulations and

Bon Voyage!!

All records and accounts are due. We will go over each month's slip and compare our choices, decisions and final accounting.

Evaluation:

The student will write a couple of paragraphs beginning with--

"The consumer choices I make affect . . ." and

"My decisions about spending are influenced by . . ."

THE GAME OF SUCCESS

Kathryn McCormick



Objectives:

Students will see the relationship between continuing education and increased income.

Students will have opportunity to develop increased money management skills.

Students will see the relative costs of credit and cash payments.

Equipment Needed:

Game Board (see photo and contents of square on page 29)

Buying Cards in four categories: furniture, appliances, clothes, recreation. Each item is marked with a cash price and a credit price. (A peg board on which to hang the buying cards is extremely valuable. See photo.)

"Troubles" Cards (see page 30)

"Opportunity Knocks" Cards (see page 31)

Dice

Play Money

Record Sheets (see page 33)

ayers take turns moving around Board by rolling one
that number of spaces. Throw of die may determine who

ame, each player learns that part of his monthly
en met from his salary of \$500. These include hous-
, food, and insurance. He is now left with \$150 to
the buying board, and he must obtain at least one
ur categories. He also has \$300 in the savings

ring or after which a player has acquired these four
may call for an accounting of assets. The *winner* is
eatest assets on hand, including both the value of
cash on hand or in savings account.

on "Trouble" or "Opportunity Knocks" squares, he
rds and acts accordingly. He may lose money or
an opportunity to obtain increased education and

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v skills, and savings are recorded on player's Record
layer passes starting point, he receives a month's

ESS GAME: CONTENTS OF BOARD SQUARES

11 Center and Payment Center.

ment Store Grand Opening! Choose one buying card.

Ye! Adult Education Center now open--go to Center
ourse.

ocks!

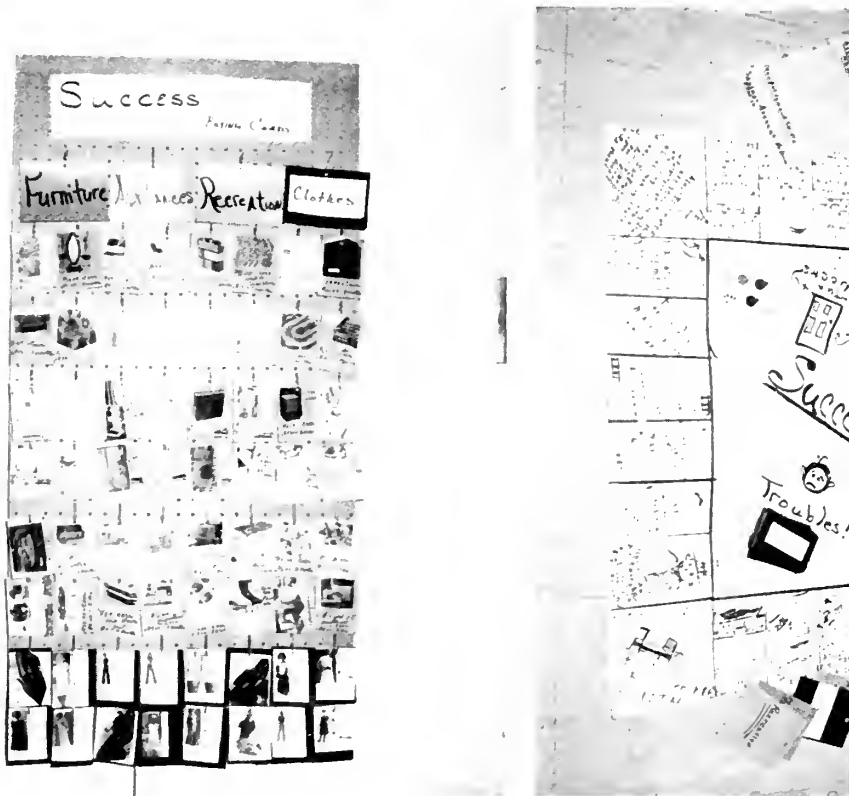
rice Mart Special Sale. Choose one appliance.

er (R & R) Hospital. Lose two turns to recover--\$40

7. ~~More~~ ~~can~~ ~~say~~ taxes are \$10 for every \$100 worth of assets or
cash on hand.
8. Sorry! Time for Troubles. Roll one die. Take one-half that
number of Trouble Cards (minimum of *one*).
9. Midnight Madness Sale! Choose three buying cards.
10. Jr. College opening. Go to college, choose an occupation.

THE GAME OF SUCCESS

Kathryn McCormick



Objectives:

Students will see the relationship between continuing education and increased income.

Students will have opportunity to develop increasing skills.

Students will see the relative costs of credit and cash.

Equipment Needed:

Game Board (see photo and contents of square on page 29)

Buying Cards in four categories: furniture, appliances, clothes, recreation. Each item is marked with a cash price and a credit price. (A peg board on which to hang the buying cards is extremely valuable. See photo.)

"Troubles" Cards (see page 30)

"Opportunity Knocks" Cards (see page 31)

Dice

Play Money

Record Sheets (see page 33)

Rules of Play:

Two to four players take turns moving around Board by rolling one die and advancing that number of spaces. Throw of die may determine who goes first.

To start the game, each player learns that part of his monthly obligations have been met from his salary of \$500. These include housing, transportation, food, and insurance. He is now left with \$150 to acquire goods from the buying board, and he must obtain at least one from each of the four categories. He also has \$300 in the savings account.

At any turn during or after which a player has acquired these four kinds of goods, he may call for an accounting of assets. The *winner* is the one with the greatest assets on hand, including both the value of goods purchased and cash on hand or in savings account.

If player lands on "Trouble" or "Opportunity Knocks" squares, he draws appropriate cards and acts accordingly. He may lose money or turns, or he may gain opportunity to obtain increased education and raise his salary.

All assets, new skills, and savings are recorded on player's Record Sheet. Each time player passes starting point, he receives a month's pay.

SUCCESS GAME: CONTENTS OF BOARD SQUARES

1. Pay Day--Payroll Center and Payment Center.
2. Dimples Department Store Grand Opening! Choose one buying card.
3. Hear Ye! Hear Ye! Adult Education Center now open--go to Center and choose a course.
4. Opportunity Knocks!
5. Artie's Appliance Mart Special Sale. Choose one appliance.
6. Rest and Recover (R & R) Hospital. Lose two turns to recover--\$40 Fee.
7. Uncle Sam says taxes are \$10 for every \$100 worth of assets or cash on hand.
8. Sorry! Time for Troubles. Roll one die. Take one-half that number of Trouble Cards (minimum of *one*).
9. Midnight Madness Sale! Choose three buying cards.
10. Jr. College opening. Go to college, choose an occupation.

11. Buying Opportunity--may choose one card.
12. Vacation Time! You have some free time. Choose a recreation card and roll dice again.
13. AEC--Adult Education Center. Salary Increases
 - a. Cake Decorator--skip one turn while learning. \$20--per round.
 - b. Furniture Upholstering--skip two turns. \$50--per round.
 - c. Tailoring--skip two turns. \$50--per round.
 - d. Dress Making--skip one turn \$20--per round.
14. Clear It Away! Furniture Clearance Sale. Choose one buying card--1/4 off.
15. Sorry! Time for Troubles. Take one trouble card.
16. Special Notice! Adult Education Center opening. Go directly to class. Choose course not already taken.
17. Opportunity Knocks! Draw one card.
18. John Q. Public Consumer Jr. College. \$5 tuition for each turn.

Salary Increases

 - a. Beautician--skip three turns. \$80--per round.
 - b. Dental Assistant--skip four turns. \$100--per round.
 - c. Secretary--skip three turns. \$80--per round.
 - d. Nurse--skip four turns. \$100--per round.
19. Watch calories. Lose weight. May choose two new fashions!
20. Centerville Cash-In Days. Choose one buying card.
21. Congratulations! Receive tuition and fee waiver. Go to Jr. College. Omit cost of tuition.
22. Sorry! Time for Troubles. It has been one of THOSE days. Draw two troubles cards.
23. Win a Fashion Contest. May choose one complimentary outfit.
24. Opportunity Knocks! Draw one card.

TROUBLES CARDS

1. Washing machine breaks down--\$35 repair.
2. Toaster needs a new cord--\$2 repair.
3. Taxes due. Pay \$150.
4. T.V. doesn't work--\$25 repair bill.

5. Buy birthday gift--\$10 or make it yourself and wait one turn.
6. Clothes dryer catches on fire. \$250 for a new dryer.
7. Children's shoes wear out--pay \$20 for new ones.
8. Need a home nurse for recovery period. Pay nurse \$100.
9. Have a home accident. Spend four turns in the hospital.
10. Work overtime. Give up one recreation.
11. Range needs repairs--pay \$45.
12. Chair seat wears out--pay upholsterer \$50.
13. Shoe sale--buy two pairs that don't go with anything in wardrobe. \$15 penalty.
14. Need cake for special party--pay decorator \$15.
15. Buy pots and pans from a door-to-door salesman. Wear out in a year. Buy more pans for \$20.
16. Decide to tint hair. Pay beautician \$3 every other round.
17. Have a party! \$25 for extra groceries.
18. Need tonsils taken out--spend six turns in the hospital.
19. Bump a car in parking lot--\$35 fine.
20. Need a paper typed for class. Pay secretary \$1 for every number on a throw of two dice.
21. Dress shrinks--forfeit (give up) one outfit in penalty.
22. Teeth need cleaning. Pay dental hygienist \$15.
23. Hair appointment. Pay beautician \$5 for services.
24. Break arm--go to hospital. Lose turn to recover. Pay \$50.

OPPORTUNITY KNOCKS CARDS

1. Win art contest. Receive \$60 prize.
2. Win election for mayor. Receive \$10 salary from each player.
3. Buy a chair with savings stamps. Pay \$35.
4. Interest on savings. Receive \$75.

5. Choose one appliance. Save or sell on auction to other players.
6. Move to Pay Day. Receive salary and make payments.
7. Move two steps forward.
8. Get a raise for extra work. Increase salary \$150 a round.
9. Move one step backwards. Save or use now.
10. Chance to attend Adult Education classes.
11. Roll dice again. Move the number of spaces indicated.
12. Roll dice again. Earn a bonus of ten times the roll of the dice.
13. Opportunity to borrow \$1,000 for only \$105 a round for ten rounds or \$1,050 lump sum, if you wish.
14. Go to summer school. Get extra credit. Raise salary \$100 a round.
15. Shoe sale. \$10 for two pairs of \$15 shoes. Earn a \$20 savings bonus.
16. Sale on recreational cards. Choose one.
17. Move three spaces backward.
18. Opportunity to buy. Choose one buying card.
19. Interest on savings. Receive \$200.
20. Move two spaces. Save or use.
21. Adult Education classes to start now. Move directly to class. Save or sell.
22. Jr. College opening. Go directly to college. Save or sell.
23. Win a cereal box contest. Get a free vacation to Florida!
24. Inherit \$300.
25. Do a special job at work. Get a \$25 bonus.
26. Take a night course. Raise salary \$50 a round.
27. Win contest. Receive one appliance of choice.
28. Chance to go to Jr. College. May save or sell.
29. Win a washer and dryer!
30. Move three steps forward.

SUCCESS RECORD

Assets

<u>Name</u>	<u>Cash</u>	<u>Payment Record</u>

Occupation and Skills

Savings Account Balance (Each person has \$300 savings to begin.)

\$300.00

PLANNING FOR NEXT YEAR

Carolyn Wax and Karen Rutherford

This simulation which could be done by one person or a whole class, individually or in small groups, provides opportunity for some concrete planning, for two families, in money management.

SITUATION A: Help Sue and Chuck plan for next year.

Sue and Chuck will be married in August. Because Chuck has not finished college, their income will be low. They realize they must make some decisions and do some planning in order to make their income cover their needs, and some of their wants. They know that probably if they ask for financial help from their parents they will receive it, but they are not sure they want to accept help. Put yourselves in Sue and Chuck's position and make some decisions and plan some finances for them for their first year of marriage. Bear in mind the following summary of their needs, wants, and resources.

Sue: 21 years old

- Xray technician; works at clinic 40 hours a week; 8:00-4:30, week days, 2-week vacation
- earns \$4,500 a year take-home pay (social security, taxes and health insurance have been deducted)
- has savings account of \$500
- has sports car on which she owes \$900
- hopes to return to school some day and earn a B.S. degree in nursing
- enjoys sewing
- is a sports enthusiast; hopes to join local Ski Club to take advantage of group rates on trips
- loves children
- very fashion conscious

Chuck: 21 years old

- junior in college in engineering
- good student; advisor is encouraging him to apply for graduate school
- draft number 360
- has no car, no savings, no job
- also sports enthusiast
- no particular interest in children

Sue and Chuck

- have no household equipment other than wedding gifts
- have no furniture
- have no medical expenses other than routine care
- fixed expenses are food and education. Together these amount to \$1500. If they live only on Sue's income, that leaves them \$3000 to spend.

Below are listed several alternatives Sue and Chuck have discussed. Read through the entire list, then consider each alternative carefully. In the columns to the right of the alternatives check either YES or NO, and give reason(s) to support your decision. Choose one person from your group to present your decisions to the entire group.

Alternatives	YES	NO	Reasons for Decision
<p>1. Income</p> <ul style="list-style-type: none"> - Sue continues work full time; Chuck, student full time. - Sue and Chuck each work part time and go to college part time. - Sue and Chuck both full time students and parents provide income. - Sue and Chuck both full time students on borrowed money. - Chuck takes full time job and Sue becomes full time student this year (and both plan to graduate next year). - Both work full time and go to school at night. 			
<p>2. Housing</p> <p>A. Married Student Apartments on campus.</p> <ul style="list-style-type: none"> - Furnished, one bedroom, small - Many children in building. privacy limited. - Bus runs to campus. - \$85/month. 			
<p>B. New apartment, swim pool, exercise room, party room, laundry facilities. Both Sue and Chuck would need transportation.</p> <p>Unfurnished \$200/month</p> <p>Furnished \$250/month</p> <p>If Chuck would be caretaker of the building \$150/month</p>			
<p>C. Small House</p> <ul style="list-style-type: none"> - has yard, privacy. - unfurnished except for range and refrigerator 			

Alternatives	YES	NO	Reasons for Decision
<ul style="list-style-type: none"> - Sue and Chuck would both need transportation. - \$135/month. 			
D. Apartment in old house near campus. Chuck could walk to school. <ul style="list-style-type: none"> - one family downstairs. - share yard. - unfurnished except for range and refrigerator. - \$95/month. 			
3. Transportation			
A. Keep Sue's car; continue payments of \$75/month.			
B. Trade car in for used or less expensive new car.			
C. Purchase old second car in addition to Sue's car.			
D. Bicycle(s).			
E. Carpool.			
F. Walk (and occasional taxi).			
G. Public bus (30¢ a trip).			
4. Honeymoon			
A. Luxury week in a beach hotel; \$500.			
B. Camping; borrow equipment.			
C. Economy weekend and save for a ski trip during Christmas vacation; at least \$600.			
D. Other (you name it).			
5. Household Furnishings			
A. Rent furnished apartment.			
B. Buy new.			

Alternatives	YES	NO	Reasons for Decision
C. Use hand-me-downs from parents.			
D. Refinish old.			
6. Entertainment			
Bowling league; \$7/week.			
Home parties.			
Swim Club; \$50/year.			
Ski Club; \$25/year.			
Purchase T.V.			
Other			
7. Family Planning.			
A. Children now.			
B. Children later.			
C. Adoption			
D. No children.			
8. Hobbies			
A. Music; stereo, records.			
B. Sewing			
C. Camping; purchase equipment.			
D. Other?			
9. Savings			
(If yes, how much?)			

SITUATION B: Help the Lawson's plan for next year.

The Lawson family lives in a village near a small city. This family of four is generally budget conscious and value education. Help plan their expenditures for the next year, bearing in mind their values, resources, needs, and wants. Fill in the blanks on page 39.

Mrs. Lawson:

- homemaker; 40 years old.
- weaves; spends about \$150/year on materials, approaches it as a hobby--not a profession; makes no money from it.

Mr. Lawson:

- runs a feed supply business.
- earns \$11,000/year (social security and taxes have been deducted).
- 42 years old.

Joe:

- 18 years old.
- University freshman in engineering; lived on campus in a dorm last year; used up all savings; did not work while in school; expenses were \$1800; had good grades.
- works summers for his dad, earning \$500/summer.

Sharon:

- 16 years old.
- High school junior; has very good grades.
- belongs to 4-H; sews; babysits a lot.
- has savings of \$500.
- hopes to go to university.
- has opportunity to be in "Teen Caravan"--estimated cost is \$500.

The family is making payments on their home. It needs a \$1000 roof repair next year.

They have adequate health and life insurance. All are healthy.

They have a three year old Chevrolet car which is paid for.

Entertainment costs are low.

They give generously to their church and attend most of its functions.

Clothing expenses are reasonable.

Food expenses are "low budget" and reasonable.

They have a savings account of \$2000, hoping someday to realize a dream to return to Germany to visit relatives.

PROBLEMS AND ALTERNATIVES

- Joe is considering living at home next year and commuting to college. He would need a car. Consider expenses: used car, insurance, gasoline, license.

- A dorm costs \$1000/year; tuition and fees and books, and miscellaneous dues and health insurance \$600/year.
- Joe could work part-time at the Union, earning \$1.50/hour. (An average student works 10-20 hours/week.)
- He could reduce his course load and work more hours.
- He could get a student loan.
- Mother could get a job. She would have to commute to the nearby city. She has no skills.
- Sharon would enjoy "Teen Caravan." How could she go?
- How can the family prepare for Sharon's college expenses?
- Could Joe get a better summer job? Construction work might bring \$800 or \$1000/summer.
- The \$2000 savings could go to Joe and/or Sharon.

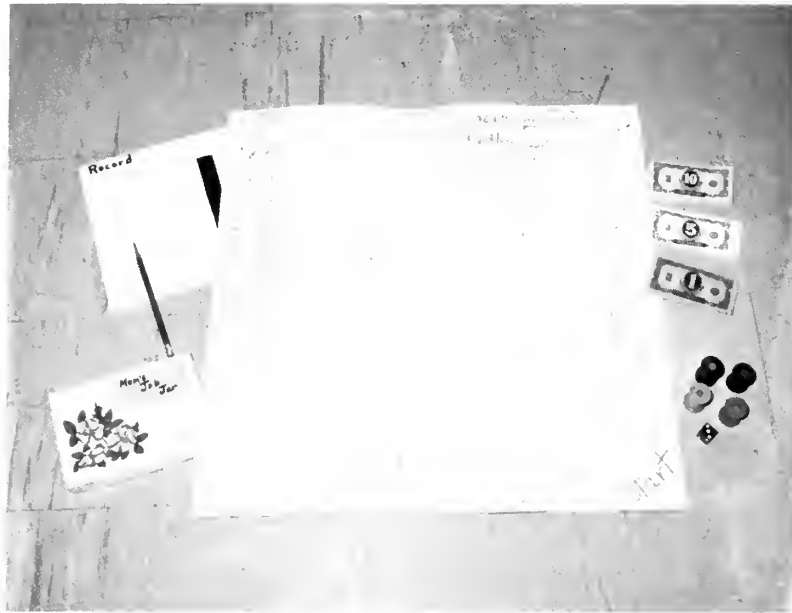
LAWSON FAMILY BUDGET FOR LAST YEAR

		Next Year
* FOOD	\$2200.00	\$2200.00
* HOUSING	2400.00	2400.00
taxes		
payments		
upkeep		
* MEDICAL CARE	1000.00	1000.00
insurance		
dental		
* LIFE INSURANCE	400.00	400.00
CLOTHING	1100.00	1100.00
FURNITURE AND EQUIPMENT	200.00	
RECREATION	350.00	
childrens' activities		
weaving		
EDUCATION	800.00	
helped Joe \$700.00		
GIFTS	900.00	
PERSONAL	450.00	
TRANSPORTATION	900.00	
SAVINGS	200.00	
MISCELLANEOUS	100.00	
	\$11000.00	
* FIXED FOR NEXT YEAR		

Explain the reasons for the plan you propose: If total is more than \$11000 show how they earned it.

SHOPPING SPREE--A DECISION GAME

Billye Griswold



Equipment Needed:

Playing Board (see photograph) with squares around the outside representing (1) jobs to be performed for pay, (2) items to be purchased, and (3) Shopping Sprees which allow Player to enter a specialty store. The inner squares list the names of the specialty stores, the items that can be purchased in each, and one opportunity to earn. The author used Hunt's 5 & 10, The Music Shop, City Drug Store, and the Pacesetter Shop.

Mom's Job Jar; a box of cards listing the same jobs that are on the job squares on the outside of the Playing Board.

Play Money.

Dice (only one is used).

Spools of different colors or other pawns to represent Players on the Board.

Mom's Record Sheet for Savings (see page 42).

Player's Record Sheet (see page 42).

Object of Game:

To have a larger balance at end of game than other players.

Rules of Play:

Players throw dice and largest number is first. Turns proceed to the right.

One person represents Mom and gives all other players a \$5 allowance each week (i.e. each trip around the Board), which they record on their individual Record Sheet.

Players draw four cards from Mom's Job Jar and hold them until returned for collection. Player is eligible for pay for job performed if he lands on the Playing Board square which lists that job.

Players proceed around Playing Board by throwing one die and counting squares. If Player lands on Purchase Item, he must buy it. If he lands on Shopping Spree, he may choose to go into that store or proceed around the Board. Inside the store, he may collect if he lands on the Earn square, and he must purchase if he lands on other squares. He records the value of his Purchases on his Record Sheet; if consumable item, such as food, record half-value.

Stores have sales with purchases at half price as follows: On first week, the 5 & 10; second week, Music Shop; third week, drug store; fourth week, Pacesetter Shop. Purchases bought on sale are recorded at regular prices on Player's Record Sheet.

At any turn, Player may deposit savings with Mom. At end of game, Player receives 6% interest on his savings balance. Player may also withdraw from savings at any turn.

No Player is permitted to go into debt.

Game ends after an agreed-upon number of weeks, or trips around the Board; e.g., four. Time required to play game depends upon number of "weeks" and number of Players.

At end of game, each Player completes his Record Sheet and reports Balance. Highest Balance is Winner.

SHOPPING SPREE--MOM'S RECORD SHEET FOR SAVINGS

Player 1			Player 2			Player 3			Player 4		
Depos.	Withdr.	Balance	Depos.	Withdr.	Balance	Depos.	Withdr.	Balance	Depos.	Withdr.	Balance

SHOPPING SPREE--PLAYER'S RECORD

Player _____

Item	Credit (Income)	Debit (Expenditure)	Savings Account and Interest	Value of Goods Award	Balance

POLLUTION--HERE!

Janet Tracy

Objectives:

Student will be able to locate at least ten examples of pollution in the community and ten examples in his own home and yard.

Student will be able to suggest solutions for these examples of pollution.

Student will be able to show some relationships between pollution and the consumer either in writing, orally, or via displays and demonstrations.

Student will be able to tell where in the community one would go to report pollution infractions and what information that organization would need before it could take action on the problem.

Technique 1: (The three techniques suggested may be used in sequence.)

Show a film on the problems of pollution, use current newspaper articles, current problems in the school (e.g., messy lunchrooms or washrooms), lead discussions on the pollution problem, perhaps centering around Earth Day, and, in general, arouse students and give them opportunity to share their awareness of the need for improved environmental quality.

Technique 2:

A walking photo tour for class or club.

Equipment needed: cameras, film, maps of city or area.

Supervision: Arrange for parents or other interested adults to accompany students and/or to provide transportation, if needed.

Activity: Divide class into groups with at least one camera per group. Demonstrate use of camera, including film loading, if necessary. Agree upon a time limit. Have each group elect a recorder to write down where and what each photograph is about. Agree upon geographical area each group will cover. Groups go on tour and photograph examples of pollution. Previous discussion of what to look for may be helpful.

Follow-up: Have film developed, within 24 hours if possible. Have each group set up display of pictures with notes to explain. Use city map to locate pictures if desired. Have each group report findings and explain display to rest of class. Summary discussion could include such questions as:

How did this example of pollution get started?
Why haven't the polluters changed their ways?
How can we as individuals stop such pollution?
In what ways does pollution affect our health and safety,
even our future survival?
What questions do we have that we do not have satisfactory
answers for at this point?

Technique 3:

Have a representative of the Pollution Control Board, if any, or the Health Department, Sanitation District, environmental group such as HIPS, or other appropriate agency or organization speak to the class (or several of them in a panel discussion). Taped interviews could be used if representatives could not be available to the class. Students could serve as interviewers either in class or on the tape.

AUTOMOBILE CARD BINGO

Ruth Freel

This game may be used as an evaluation or review device at the close of a study of automobiles, or it may be used to teach the information about owning and operating automobiles with materials available to look up the answers as it is played. In the latter case, it might be desirable to set a time limit for looking up answers.

Equipment Needed:

Bingo-type boards (one per player) with each of the 25 squares having a card symbol (e.g., 9 of hearts or King of spades) instead of the usual numbers under the Bingo letters. All boards are different.

Grains of corn or other material to cover squares as earned.

Deck of playing cards.

Deck of cards with questions about automobiles (see examples on pages 46-48 which may be cut out and used for game).

Rules of Play:

Both decks of cards are placed face down on table.

Each Player is given a Board.

Player whose birthday comes first in the year is first, and turns proceed to the right.

Player draws a card from each deck. If his Board contains that card, e.g., King of spades, he tries to answer the question on his Question Card. If successful, he covers that square on his Board. (Success means a *complete* answer, sometimes in two or more parts.) If not successfully answered, question is placed in separate stack to use later.

If Player does not have drawn card on his Board, he passes both his cards to the next Player and this constitutes his "draw."

If Player draws a joker, he may draw *two* additional cards. No Board has a joker on it.

Winner is first one to cover five squares in a row on his Board, either vertically, horizontally, or diagonally.

At any turn, Player may request opportunity to draw an extra card from the stack of Question Cards that have been missed. If he succeeds in answering the question correctly, he may cover any square on his Board except the center or corner squares.

References used for Question Cards and Answer Key on following four pages:

Grolier Educational Corporation, Modern Consumer Education Series,
The Costs of Running a Car, Student Record Book, Figuring
Credit Charges

Household Finance Corporation, Money Management Institute,
Your Automobile Dollar

Insurance Information Institute, 110 William Street, New York, N.Y.,
Education Division, Every Ten Minutes (Auto Insurance)

<p>1. Harry kept track of his gas and oil costs last year. They came to \$210. This was:</p> <p>A. a lot less than most drivers spend.</p> <p>B. about what most drivers spend.</p> <p>C. a lot more than most drivers spend.</p>	<p>5. Alex's car was stolen. The insurance company paid for the car because Alex had:</p> <p>A. liability insurance.</p> <p>B. collision insurance.</p> <p>C. comprehensive insurance.</p>	<p>9. Shirley had an accident. The accident was Shirley's fault, and her insurance company paid for damages to the other car. Shirley had:</p> <p>A. liability insurance.</p> <p>B. collision insurance.</p> <p>C. comprehensive insurance.</p>
<p>2. Harry spent about \$30 for repairs on his car last year. This was:</p> <p>A. less than average.</p> <p>B. about what most drivers spend.</p> <p>C. a lot more than most drivers spend.</p>	<p>6. Sara was in an auto accident. It was her fault and she couldn't get money for damages on her car because she didn't have:</p> <p>A. liability insurance.</p> <p>B. collision insurance.</p> <p>C. comprehensive insurance.</p>	<p>10. Which of these cars will probably run well on regular gas?</p> <p>A. 6-cylinder Plymouth.</p> <p>B. small 8-cylinder Chevy.</p> <p>C. large 8-cylinder Chrysler.</p>
<p>3. Lois bought a used car for \$900. She sold it for \$300. How much was her depreciation?</p> <p>A. \$600.</p> <p>B. \$900.</p> <p>C. \$300.</p> <p>D. \$1200.</p>	<p>7. Sam's car was in a flood. His insurance company paid to have the car fixed up because he had:</p> <p>A. liability insurance.</p> <p>B. collision insurance.</p> <p>C. comprehensive insurance.</p>	<p>11. Hal has a 6-cylinder Ford. He always uses hi-test gas. What does this give him?</p> <p>A. a lot more gas mileage.</p> <p>B. a lot more power.</p> <p>C. more expensive gas bills.</p>
<p>4. Which of these cars will probably depreciate the most next year?</p> <p>A. a 2-year-old Chevy sedan.</p> <p>B. a 5-year-old Chevy sedan.</p> <p>C. a 7-year-old Chevy sedan.</p>	<p>8. If a state requires insurance to register a car, what kind of insurance is it?</p> <p>A. liability insurance.</p> <p>B. collision insurance.</p> <p>C. comprehensive insurance.</p>	<p>12. Hal buys his hi-test gas from a cheap cut-rate station. How does the gas he buys probably compare to the big-name brands?</p> <p>A. a lot worse in "go" power.</p> <p>B. a little worse in "go" power.</p> <p>C. about the same in "go" power.</p>

13. Hal's car dealer told him to use #30 oil. Hal probably lives in: A. a cold part of the country. B. a hot part of the country.	17. The "10" in 10/20/5 liability insurance stands for: A. \$10,000. B. 10 accidents. C. 10 years.	21. Mark Morgan's car is only worth about \$150. Mark will probably be wise not to buy: A. collision insurance. B. liability insurance. C. medical payments insurance.
14. Jerry smashed up the whole side of his car. What kind and how many repair estimates should he get? A. one verbal. B. at least two verbal. C. one written. D. at least two written.	18. In 10/20/5 liability insurance, which number stands for coverage against property damage? A. 10. B. 20. C. 5.	22. This information is from Big Mac's estimate for repairs on your car: Fix motor: Parts \$90; Labor \$35; Total \$125. Is this a good description of the job Big Mac is going to do? A. Yes, because it tells how much is for parts and how much for labor. B. No, because you need to know what is to be fixed on motor.
15. "TRANSFERRED TO: Joe Sperry. Owner's Statement. I am the owner of the vehicle described on the reverse side, or a member of the firm or officer of the corporation owning same, and have disposed of the vehicle as shown above. Peter Banks." Who legally owns the car referred to in the registration form above? A. Joe Sperry B. Peter Banks	19. Pete had an accident which was his fault. He had damages to his car of \$400. If he had \$50 deductible collision insurance, how much would the insurance company pay on his car repairs? A. \$50. B. \$350. C. \$450. D. Nothing. E. \$400.	23. Suppose the front tires of a car are worn down on one side. The basic problem is probably: A. the tires. B. the wheel alignment.
16. Jimmy lives in Akron, Ohio. He belongs to AAA. Where can he get free road service? A. San Francisco, California. B. Cleveland, Ohio. C. New York City. D. Akron, Ohio. E. Tallahassee, Florida.	20. Jean needs car repairs. She goes to Big Mac. He estimates \$125, but says he may find other problems. Later Jean receives a bill for \$200. How could she have protected herself from this? A. Tell him to make all repairs. B. Tell him the top price is \$125. C. Get \$125 estimate in writing and call before making extra repairs. D. Refuse to pay the \$200 bill.	24. You push up and down on the fender of a car. When you stop, the car rocks up and down just once. This is: A. a good sign. B. a bad sign.

25. Which of the following would be the greatest risk in buying a particular used car? A. Bashed in left rear fender. B. Rusted muffler. C. Welded engine block.	29. Which of the following signals more danger when you race a car? A. blue smoke. B. white smoke.	33. Jeff Harris sees a car with a \$300 tag on it. This is the A. cash price. B. credit price.
26. Which of the following would indicate a greater problem in buying a particular used car? A. very thin oil on dipstick. B. very thick oil on dipstick.	30. The mileage guage on a car shows 25,501 miles. The oil change sticker shows 37,877 miles. Which is likely to be closer to the true mileage? A. 25,501. B. 37,877.	34. Johnny wants to buy a used car for \$300. He borrows \$300 from the bank to pay for it. The car will cost him: A. \$300. B. more than \$300. C. less than \$300.
27. The steering wheel on a car has 1 1/2 inches of free play. This is: A. safe. B. unsafe.	31. About how many miles is the average car driven per year? A. 5,000. B. 10,000. C. 20,000.	35. Jack wants to buy a car for \$300. The bank says he can borrow the money at 12%. He agrees to pay everything up in a year. In all he will pay: A. \$312. B. \$324. C. \$336.
28. A good road test of a car requires: A. a trip around the block. B. about 5 minutes. C. 20 minutes or more.	32. You notice these things about a used car you are considering: new parts under the hood, body leans to one side, rear wheels aren't in same track as front wheels. This probably means that: A. mileage guage was turned back. B. car was in an accident. C. It was a "lemon" from the start.	36. Betty borrows \$500 from the bank to buy a car. The bank lends her the money for 18%. She plans to pay the money back in a year's time. Her monthly payments will be A. \$49.17. B. \$59.17. C. \$69.00.

Answer Key

1. B. about average.
2. A. less than average.
3. A. \$600.
4. A. a 2-yr-old Chevy sedan.
5. C. comprehensive insurance.
6. B. collision insurance.
7. C. comprehensive insurance.
8. A. liability insurance.
9. A. liability insurance.
10. A. 6 cylinder Plymouth.
B. small 8-cylinder Chevy.
11. C. more expensive gas bills.
12. C. about the same.
13. B. a hot part of the country.
14. D. at least two written.
15. A. Joe Sperry.
16. A, B, C, D, E. You can get
service anywhere in the
country.
17. A. \$10,000.
18. C. 5.
19. B. \$350.
20. C. Get \$125 estimate in writing
and call before making extra
repairs.
21. A. collision insurance.
22. B. No, because you need to know
what is to be fixed on motor.
23. B. wheel alignment.
24. A. a good sign.
25. C. welded engine block.
26. B. very thick oil.
27. A. safe.
28. C. 20 minutes or more.
29. A. blue smoke.
30. B. 37,877.
31. B. 10,000.
32. B. car was in an accident.
33. C. cash price.
34. B. more than \$300.
35. C. \$336.
36. A. \$49.17.

JUDGING READY-TO-WEAR

Paula Conder

This simulation of buying ready-to-wear is planned to follow a clothing construction unit and to enable students to use knowledge gained in sewing in the selection of ready-made garments.

The teacher would borrow several items of clothing of different prices from local stores. If stores consent, girls could model garments for each other prior to their "shopping."

Garments are displayed for inspection and girls judge the quality of workmanship. If desired, they may be displayed first without labels and hangtags, and then labels attached for a second "viewing."

Using a rating chart which the students and teacher develop or one such as shown below or on pages 182-183 of *Illinois Teacher*, Vol. VII, No. 4, students judge details of workmanship in each garment (or in several of them if time does not permit all).

The following questions will guide the observation and summarizing discussion:

1. Is the more expensive garment always better constructed?
2. What else affects price besides construction quality?
3. How does the construction in the ready-mades compare with your own sewing?
4. Did all of you agree on the ratings? If not, why not?
5. If workmanship is poor, how will it affect the wearing quality of the garment? the appearance?
6. If workmanship is poor, what can we do to improve it before we wear the garment?
7. How much more do ready-mades usually cost than homemade ones of equal quality?

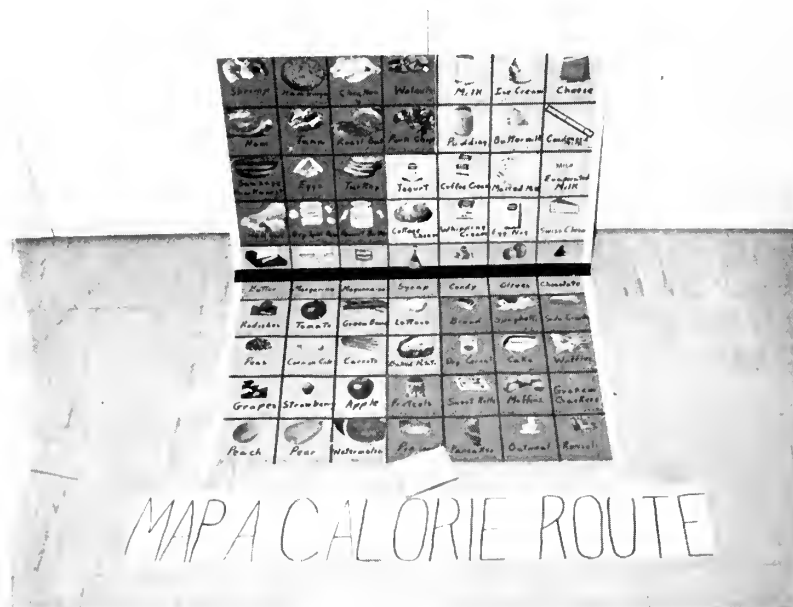
Rating Scale for Judging Clothing Construction

Circle the appropriate number in each applicable item.

	1	2	3	4	5
Seams:	Pressed open and flat Edges match Even 5/8 inch allowance Stitched with even tension Unnecessary threads clipped off	(Descriptions to fit these levels may be added.)			
Darts:	Stitching is straight Tapers gradually to sharp point Threads securely fastened at end Pressed flat, in correct direction				
Neckline:	Neatly applied and flat Stitching smoothly rounded Adequately clipped and trimmed Edges neatly finished Unnecessary threads clipped off Tacked down as needed Understitched as needed				
Armhole facing:	Neatly applied and lies flat Adequately understitched Seams clipped and trimmed Edges neatly finished Tacked as needed				
Sleeve:	Neatly inserted with 5/8 inch seam Seams and notches matched exactly Smooth ease over cap; no pleats Unnecessary threads clipped off				
Zipper:	Neatly inserted and hidden Stitching straight Narrow, even width Threads tied and clipped				
Hem:	Even width all around Width suitable for fabric and style Fullness eased with no pleats Hand hemming with single thread that matches exactly Hand hemming invisible on outside Adequately pressed				
Waist band:	Even width all around Fits garment and wearer Stitching is straight Fasteners neatly applied and correctly placed				

MAP A CALORIE ROUTE

Jo Ann Greenman



This game can be used with groups or individuals who wish to lose weight (or by reversing the rule to win) by those wishing to gain weight. Players should, by playing the game repeatedly, learn the following content:

Foods within each Basic Four Food Group vary in caloric value.

Food Groups, in general, vary in caloric value.

Basic Four requirements can be met with widely varying caloric intakes.

Some Foods do not belong in any of the Basic Four Food Groups.

Equipment needed:

"Map a Calorie Route" game board, 22" x 28" marked off in 3" squares, with 14 squares in each corner area in four different colors to represent the Basic Four Food Groups and the rest of the squares near the center in a fifth color for other foods. Each square should have a picture of a food from the appropriate Food Group, the name of the food and the amount of one serving, and the number of calories.

Score Sheet for each Player (see example on page 53).

Marker for each Player to move around the Board.

Dice (only one is used).

Object of game:

To obtain 14 foods which meet the requirements of the Basic Four Food Groups with the least possible number of calories.

Rules of play:

Player with least number of letters in his full name goes first. Turns proceed to the right.

Player throws die and, starting at any corner of the board, proceeds that number of spaces in any direction--up, down, sidewise, or diagonally. He records the food he lands on in the appropriate space on his score sheet along with its caloric value. He cannot land on any square in which another Player is located. All moves must be in straight lines except where this would take Player off the board. In that case, he may make one turn during the move.

Game ends when all Players have had 16 turns. Any Player who does not have first 14 spaces on his Score Sheet appropriately filled is ineligible for winner. All others total their calories, and the lowest score wins.

Suggestions to the teacher:

Questions asked during the game (e.g., Why did you move up instead of across?) may lead students to the generalizations to be taught.

A pre-test before the game is played and a post-test after it has been played several times may help students to see what they have learned.

There should be no need for grading either test.

Score Sheet

		Name of Food	Calories
Red (Protein Foods)	1		
	2		
Yellow	1		
	2		
	3		
	4		
White	1		
	2		
	3		
	4		
Green	1		
	2		
	3		
	4		
Extra	1		
	2		
	3		
TOTAL			

CONSUMER COMPLAINTS

Marie Vosicky

Objectives:

To acquaint students with commercial, private and governmental agencies that aid the consumer.

To help students become aware of the value to themselves, to other consumers, and to the agency, of making known his problems with faulty merchandise, poor service, misleading advertising, etc.

To help students to value this consumer responsibility.

To guide students in the experience of making a consumer complaint.

Content:

Consumer complaints may result in money saved for the one who complains.

Consumer complaints provide information with which business and industry can improve its product, service, advertising, or packaging.

Private and Government agencies need information from consumers in order to carry out their responsibilities.

Consumer complaints may result in new legislation to protect consumers.

Technique:

Provide students with a list of agencies and organizations, with addresses, and require each to write one letter of inquiry as to the function of the agency, how it operates, and what it has to offer a student in a consumer education class.

Make a bulletin board with an enlarged business letter, using school letterhead, to guide students in "proper" form.

When answers are received, have students share their information with the rest of the class in a role playing session in which they represent the agency.

Share with students some letters teacher has written as consumer complaints and, if possible, their replies.

Have students each write one or more letters of complaint. If possible, have students really mail the letters. If this is done early in the course, students should have replies to share with the class.



ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL HOME AND FAMILY EMPLOYMENT

OLD VALUES AND NEW APPLICATIONS

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FOREWORD

This issue of the ILLINOIS TEACHER is a further report of the Workshop in Consumer Education held during the 1971 Summer Session at the University of Illinois. During the first half of the Workshop, the emphasis was on the problem of literacy.

As we noted in an earlier ILLINOIS TEACHER, we at the University of Illinois have been trying to contribute to the very meager supply of materials available at the 3-5 grade reading level. In this Workshop, each student (most were high school and junior high school home economics teachers) wrote a few selections in consumer education at this level. Each student chose what she wished to teach, and her writing was designed to be used with slow readers in her own classroom. She also chose the form which she wished to use. Some wrote stories and skits, others wrote essays or letters, poetry or text-book style prose. Most tried to make it concrete and personal.

We are sharing some of the results of these efforts in this ILLINOIS TEACHER in a manner in which you can remove them, put them in folders, and add them to your home economics library. All of the authors have revised, sometimes several times, on the basis of suggestions from other Workshopppers. We were especially fortunate to have as a reading consultant Dr. William R. Powell of the Department of Elementary Education, University of Illinois, who met with the class and who read all of the materials produced.

This portion of the Workshop was supported by a grant from the Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois. This support, along with equal support from the Department of Vocational and Technical Education, University of Illinois, enabled us to permit a graduate assistant to work half-time during the spring semester gathering low-reading-level materials in consumer education from all over the country. Gail VanderJagt wrote over 500 letters to organizations, agencies, businesses, publishers--anyone that sounded like a "lead"--and she has produced an annotated bibliography of these materials which we are also sharing in this issue. When the money "ran out" she continued as a labor of love, and we are in her debt for extreme dedication and long hours. We hope that from her list you can find many titles to order for your students who read below their grade level.

Additional materials produced in the Workshop, which we could not include due to space limitations, may become available later through the State office of the Division of Vocational and Technical Education in Springfield.

We are indebted to Janet Tracy for most of the illustrations.

Hazel Taylor Spitze
Editor for This Issue

CONSUMER EDUCATION AND THE LITERACY PROBLEM

Hazel Taylor Spitze

It has been estimated that over 20 million youth and adults in the United States today read only at elementary levels. They are all consumers. How can we help these low-literate consumers?

We could try to find ways to teach without requiring reading, but consumers must read, as we pointed out earlier, with examples, in the *Journal of Home Economics*.¹ They must *read*, or suffer the consequences of *not* reading, credit contracts, insurance policies, advertisements, labels, signs, instruction books, notices, warnings, and information about consumer protection agencies. If all businesses, agencies, and schools assume that all high school students and adults read at high school levels and produce all their consumer materials at these levels, many consumers will remain helpless and frustrated.

Most of these consumers *can* read, at least at third grade level and many at fifth or sixth grade level. If materials containing the needed concepts are available at their own level, they can learn the concepts, and they can gradually learn to read at higher levels. They may also begin to feel better about themselves as they experience success in an area where they have had repeated failure. They may begin to enjoy reading and to see it as a way to find solutions to problems as well as a source of pleasure.

In order to function effectively as a consumer, one must have a reasonable degree of self-confidence. He must have faith in his own decisions. He must be bold enough to complain when merchandise is faulty, service is unsatisfactory or advertising and labels are misleading. He must be able to state his preferences and stick to them in spite of high-pressure salesmanship.

How do we help our students develop this needed self-confidence? Not by low grades. Not by threats and punishments. Not by humiliations and failures. We can instead:

- Provide opportunities for success experiences.
- Offer *honest* praise.
- Involve them in decision making.
- Help them evaluate their decisions.
- Point out their strengths.
- Ignore some of their weaknesses and mistakes.
- Make other students aware of their abilities and talents.

We may need to change some of our classroom procedures. We may need to find other ways than tests to evaluate. We may need to avoid having all the students do the same thing at the same time. We certainly will have to stop assigning the same reference to all of them.

¹See "Toward a Definition of Homemaker Literacy" in *Journal of Home Economics*, Vol. 60, No. 5, May 1968, pp. 333-336.

But our curriculum content can be the same on many reading levels. If some students read about the functions of the Federal Trade Commission and the Legal Aid Society in a college-level textbook, others in a high school text, others in a newspaper or magazine article, and still others in a story written at fourth grade level, they can all learn the same concepts and have something to share with each other from the variety of references they explored.

Many people are talking these days about individualizing instruction, and some people are *doing* something about it. Some teachers find that elaborate equipment is not essential, although some of the new technology may be helpful if available. Those on restricted budgets find ways to individualize instruction by encouraging independent study and projects for small groups, by making the classroom into a "learning laboratory" where all can begin where they are and proceed at their own rate, and by providing a library of materials on a wide variety of reading levels.

If you would know the reading level of the books now in your home economics library, there are several formulas which you might use. Two were mentioned in an earlier *Illinois Teacher* (XIV, No. 2). Others have been developed by Spache, Lorge, Dale-Chall, Yoakam, Flesch, Fry, and McLaughlin. The *Journal of Reading* and the *Reading Teacher* are good references for further information about such formulas.

One of the simplest of the formulas, slightly adapted from McLaughlin by our Workshop Reading Consultant, Professor William R. Powell, is as follows:

Take ten sentences near the beginning of the selection, ten near the middle and ten near the end.

Count all words of three or more syllables in these 30 sentences. If a word occurs more than once, count it more than once.

Take the nearest square root of this result and add 1 1/2.

Example: Words of 3 or more syllables in 1st ten sentences	8
in 2nd ten sentences	6
in 3rd ten sentences	<u>5</u>
Total	19

Nearest square to 19 is 16, square root of 16 is 4.

Add 1 1/2 to 4.

Approximate reading level of selection is 5 1/2.

Of course, a given selection may be uneven in reading level, varying several grades, or it may gradually increase one or two grade levels from beginning to end. In such cases, it may be well to check several more samples from different places in the selection.

There are other factors too--besides vocabulary--which enter into the determination of reading difficulty. The writing style, the interest the reader has in the subject, the format, the length of sentences and paragraphs, the illustrations, and even the size of print--all have their

effect. The Workshoppers developed a rating scale for analyzing low-reading level materials which others may also find useful (see p. 58).

Once we know the reading level of our materials and we have a wide variety available in our department, how do we get the materials matched with the students? Won't a student be stigmatized by being asked to read a simple reference while another reads a more complex one? How can we know each student's reading ability and reading interests well enough to select a suitable reference? How can we have time for all this individualization? It seems to me that the best answer to all of these questions is that we encourage students to select their own reading. We, and they, raise questions in class, curiosity is stimulated, and students are made aware of all the references available. If an individual student asks for more help in locating a reference, we can point out two or three that seem within his or her range, and still leave the final selection to him. If some choose to read nothing, that will be no worse than the present situation in which they do not read assignments. If some read references below the level of their capability, they can still learn the desired concepts. If, instead of threats and punishments, the teacher uses praise for improvement and effort, and she leads students to see what they are missing by not reading, they will probably begin reading. Research has shown that students read less from a diet of teacher-imposed assignments than from their own self-chosen regimen. In the latter situation, many students read far more than any teacher would dare to assign.

We, in Home Economics, can make a real contribution to the problems of low-literate consumers, both youth and adult, if we recognize the problems and make an effort to:

- provide reading materials they can succeed with,
- build their self-confidence,
- provide opportunities for concrete consumer experiences and offer guidance in recognizing alternatives and evaluating results, and
- choose curriculum content that is relevant to their needs.

We know that telling is not teaching. No one likes to be "preached at." We know that low-literate consumers usually have transportation problems as well as financial problems. We know that they are often the victims of fraudulent businesses as well as of their own ignorance. It is not enough to exhort them to "plan their budgets wisely" and avoid "impulse buying." The concept of comparison shopping may have little meaning if left in the abstract. But planning, resisting sales pressure, and shopping around may become reasonable and useful ideas if utilized in real or vicarious experiences where decisions are made and results observed. Such experiences may be possible in well-planned field trips, carefully chosen games, or certain types of case situations or other simulations. If reading is necessary to win the game or make the decision, and if materials are available which the students can read, then they will see reading as an aid to consumers. That is one of our goals.

Name of evaluator _____

ANALYSIS OF LOW READING LEVEL MATERIALS

Author and title _____

Place an X in the appropriate box on each continuum.

Content	1	2	3	4	5	
1. Interesting						Dull
2. Useful						Trivial or inappropriate
3. Suitability of reading level for potential users						Reading level too low or too high
4. Personally oriented						Impersonal or abstract
5. Principles stressed						Prescriptions and judgments, i.e., "preachy"
6. Summary provided or planned for						No summary
7. Flexible (can be used for several purposes and with several kinds of readers)						Rigid or limited

Format	1	2	3	4	5	
1. Looks attractive						Dull or ugly
2. Appropriate illustrations						Illustrations too childish or social class oriented or unsuitable to content
3. Enough illustrations						No illustrations or too few
4. Adequate size print						Print too large or too small
5. Spacing, heading and paragraph length suitable for reading level						Not enough "white space" and headings to guide reader
6. Provides opportunity for participation by reader						No opportunity for reader involvement

Add comments on reverse side

BIBLIOGRAPHY OF LOW READING LEVEL MATERIALS IN CONSUMER EDUCATION

Gail VanderJagt

INTRODUCTION

The consumer education materials included here are divided into the following categories:

Books	Newspapers
Booklets	Portions of Journals
Leaflets	Government Publications

If information on prices, authors, or publication is omitted in the main heading, it was not available from the catalogs or the materials. The indicated reading grade level was calculated using the Gunning method and may sometimes differ from that stated by the author or publisher. If the level varies two or more grade levels, it is expressed as such (e.g., "Grades 3-5"). Materials available in Spanish are so indicated in the heading and by an asterisk before the entry.

The numbers at the far left identify each entry for the subject index on page 85.

Annotations tell more specifically what the material is about and point out distinguishing features. The words "strict informational format" are used to distinguish materials which simply state information from those which use a more human interest, personal example, or reader-involvement approach. The annotation also calls attention to materials which are overly prescriptive and judgmental.

Regarding the use of specific rules and prescriptions for consumer education, Cynthia Ratner, in an article "Educating the Low-Income Consumer: Some Viewpoints From an Action Program," in the Summer 1968 issue of *The Journal of Consumer Affairs*, says:

"Consumer education, especially for the low-income segment of our population, must avoid, at all costs, the imposition of values or rules. The instructor must recognize that every family, no matter what the income may be, is entitled to spend its money as it pleases. The instructor's responsibility is to ensure that the family has sufficient information to enable it to be aware of *how* and *for what* it is spending its money. He must also ensure that the family understands the techniques of 'wise buying.' It then becomes the family's privilege to take advantage of this information or to ignore it."

This advice can be applied to many areas of consumer education besides spending money. It suggests two dangers of prescribing behavior and making judgments. These characteristics are pointed out for two main reasons: (1) People are less receptive to teaching which sets down

rules, values, or standards and then *tells* people what to do or think. They would rather receive information, draw their own conclusions, and make their own choices for action. (2) Values, rules, and standards which are prescribed may often be irrelevant or impossible to follow for consumers, especially the low-income ones. Such prescriptions or judgments may only increase the consumer's frustration and sense of inadequacy.

The author regrets that some materials could not be included because they did not reach her in time for review. She wishes to thank the many people who helped her in compiling this bibliography, and she welcomes any comments and suggestions from readers.

BIBLIOGRAPHY OF LOW READING LEVEL MATERIALS
IN CONSUMER EDUCATION

Gail VanderJagt

BOOKS

1. Butman, Grace A., *New Fabrics, New Clothes, and You*. Austin, Texas: Steck-Vaughn Co., 1966. 92 pp. \$1.76 list and \$1.32 net. Grades 5-6. Illus.
This book explains ways to select and care for clothing, and offers ideas on determining fabric content. It uses a strict informational format and is sometimes prescriptive.
2. Cass, Angelica W., *How to Be a Wise Consumer*. New York: Oxford Book Co., 1967. 184 pp. \$1.65. Grades 4-5. Illus.
Despite the overuse of prescriptions and the rather outdated illustrations, this book offers a very comprehensive treatment of consumer buymanship. Special emphasis is put on consumer information, comparison shopping, and the purchase of specific budget items like food, clothing, appliances, and furniture. Discussion questions or suggestions for application follow each chapter. Strict informational format.
3. Cass, Angelica W., *How We Live*. New York: Noble and Noble Publishers, Inc., 1966. 152 pp. \$3.32 hardbound (\$2.49 to schools) or \$2.64 paperback (\$1.98 to schools). Grades 2-4. Illus.
Written as a reading skill builder for adult new readers, this book is divided into 56 short lessons related to the daily needs of an adult in his community. Some of the lessons focus on important people in the community, on the Social Security card, and on vocabulary words for food, clothing, money, and banking. Lessons are sometimes prescriptive. A variety of exercises accompanies each lesson.
4. Cass, Angelica W., *Live and Learn*. New York: Noble and Noble Publishers, Inc., 1962. 153 pp. \$3.32 hardbound (\$2.49 to schools) or \$2.64 paperback (\$1.98 to schools). Grades 3-5. Illus.
Like the previous book, this book is divided into many short lessons related to the needs of the adult new reader, including a section on how to become a U.S. citizen. Lessons are slightly more detailed and the reading level is higher. Some of the lessons give a brief discussion of social security and social security cards, signing installment contracts, and making a will. Lessons are sometimes prescriptive. Exercises accompanying each lesson help build language skills.

5. Davis, Reba J., and Spitze, Hazel T., "Letters to a Young Homemaker." Published only serially in *News For You*, the weekly newspaper of Laubach Literacy, Inc., Syracuse, New York, August 1969-August 1970. 100 pp. 10¢ per week. Grades 3-4.
Format is a continuing series of letters which discuss problems related to everyday life in both urban and rural situations: food and nutrition, health, education, community resources, employment, and consumer problems.
6. Hall, Eugene J., *The Food We Eat*. New York: Regents Publishing Company, 1969. 93 pp. \$1.25. Grades 7-8. Illus.
This book, written to develop reading and language ability, deals with several topics in foods and nutrition. Some of the subjects discussed are foods and their food groups, nutrients and what they do for the body, daily meal-planning, reading cookbooks and recipes, buying, storing, and preserving food. The writing is sometimes prescriptive. Comprehension questions and exercises accompany each chapter.
7. Hanson, Margret, *The Care We Give Our Clothes*. Austin, Texas: Steck-Vaughn Co., 1966. 94 pp. \$1.76 list and \$1.32 net. Grades 5-6. Illus.
This book explains many ways of caring for clothing, including mending, cleaning, remodeling, and storing. A few case situations are included. Book is often prescriptive.
8. Spitze, Hazel Taylor, and Rotz, Patricia H., *We Are What We Eat*. Austin, Texas: Steck-Vaughn Co., 1966. 101 pp. \$1.08 list and 81¢ net. (Teachers' manual available.) Grades 3-4. Illus.
Designed especially for adults and older youth, this informative material about nutrition, meal planning, and food buying is told in story form and is accompanied by reading exercises about eating behaviors.
9. Spitze, Hazel Taylor, and Rotz, Patricia H., *Where Does the Money Go?* Austin, Texas: Steck-Vaughn Co., 1969. 94 pp. \$1.20 list and 81¢ net. (Teachers' manual available.) Grades 3-4. Illus.
Designed especially for adults and older youth, these stories stress principles of consumer behavior in areas like planning for spending, shopping, saving, credit, buymanship, and inter-relationships of resources. It is told in story form using the same white, black, and Spanish families as in the previous book. Exercises accompany each chapter.
10. Toyer, Aurelia, *Get Your Money's Worth*. New York: Holt, Rinehart, and Winston, Inc., 1965. 202 pp. \$2.40, or \$1.80 to schools (Answer Key available for 64¢ or 48¢ to schools). Grades 4-5.
These stories about the Johnson family and the problems

they have in their move to the city stress many basic consumer principles. The family discovers how to get a job, how to save and budget their money, how to rent or buy a house, how to avoid frauds, how to borrow and use credit, and how to purchase food, clothing, cars, home furnishings, equipment, and insurance. Though stories are sometimes prescriptive, they are interesting and realistic.

11. Whaley, R. F., *Health for Happiness*. Austin, Texas: Steck-Vaughn Co., 1966. 106 pp. \$1.76 list and \$1.32 net. Grades 5-6. Illus.

This book offers an excellent discussion of many major health problems--arthritis, heart disease, cancer, mental illness, microbial diseases, and poor nutrition. It puts special emphasis on personal care and proper medical help to prevent, help, and cure these problems. The author also discusses the dangers of medical quackery.

BOOKLETS

12. Banks, Virginia, and Zipster, Marelynn W., *Action on Sarena Street*. Denver, Colorado: Bannock Publications, Inc., 1969. 25 pp. Teacher's Guide available. Grades 5-6.

This very interesting story about Spanish families on Sarena Street emphasizes nutrition. The student material is intended to stimulate discussion of family situations, including eating habits and a well-balanced diet. The comprehensive teacher's guide offers a variety of teaching methods, techniques, and resources.

13. Cass, Angelica W., *Your Family and Your Job*. New York: Noble and Noble Publishers, Inc., 1966. 71 pp. \$2.64 hardbound (\$1.98 to schools) or \$2.12 paperback (\$1.59 to schools). Grades 3-5. Illus.

This booklet, a basic language text for the adult new reader, presents several short stories dealing with adult problems. Some of the stories are brief discussions about getting social security, opening a savings account, and buying food, clothing, and draperies. Stories are sometimes prescriptive. Several exercises accompany each story.

Clarion House, Accent series. Chicago, Illinois: Follett Publishing Co., 1967 (Accent / Jobs & Job Models series) and 1968 (Accent / Family Finances series). Each booklet 32 pp. 69¢ each. (Instructor's Book available for each booklet at \$1.50 each.) All booklets are written on Grades 5-6 and are illustrated. All booklets have practice exercises accompanying the stories. Booklets include:

14. *Containers* (Accent / Family Finances series).
This booklet explains how to compare prices in the grocery store. Readers learn how to figure the cost

per unit of weight or measure, and how to convert weight and measurement units into equivalent units. A computing wheel is included.

15. *Family of Five* (Accent / Family Finances series).
A couple with three children solve financial problems with planning, record keeping, and a second job.
16. *Head of Household* (Accent / Family Finances series).
A young girl with a dependent invalid mother learns about budgeting, paying back debts, and filing a tax return.
17. *Just Married* (Accent / Family Finances series).
Stories discuss how a newly-married couple get out of debt and learn to budget.
18. *On Your Own* (Accent / Family Finances series).
This is the story of a girl, new to the city, who learns to handle money, use a checking account, choose an apartment, use credit, and plan her spending.
19. *Paycheck* (Accent / Job series).
Three teens learn about their take-home pay, taxes, and other income deductions.
20. *Consumer Awareness*. Adult Armchair Education Program. Philadelphia, Pennsylvania: Opportunities Industrialization Center, Inc., 1969. 46 pp. Group Leader's Manual available. Grades 6-8.
This informative workbook includes examples and case studies to discuss the specifics of comparison shopping, fraud and trickery, credit, and consumer contracts. Exercises accompany each unit. Sample contracts are shown. Useful for many different kinds of groups.

Consumer Education Series. Arlington Heights, Illinois: Ginn and Company, 1967. Series of five booklets, each with about 50 pp. \$5.32 per set (Group Leader's Guide available for \$1.08). Grades 4-5. Illus.
These booklets use a self-instructional programmed-learning format which is extremely easy--sometimes too easy. Each of the booklets covers a general topic and offers several tips for buying and/or consumer protection. Booklets include:
 21. Book 1 - *Dress Well for Little Money* (50 pp).
This booklet discusses clothing buymanship: the importance of buying what you need, what labels mean, simple and high style fashions, fabric tests, and workmanship and appearance in clothing.
 22. Book 2 - *Refunds and Exchanges* (46 pp).
This booklet discusses five important rules for successful refunds or exchanges.

23. Book 3 - *Buying Appliances* (48 pp).
This booklet stresses the important points to consider in shopping for and repairing appliances. It includes information on testing seals, brand names, guarantees, and the most common swindles in appliance marketing.
24. Book 4 - *What's Good Furniture?* (52 pp).
This booklet tells where and how to shop for furniture. It discusses characteristics like instruction features, upholstery fabrics, veneers, and signs of quality.
25. Book 5 - *Be Sharp! Don't Be Cheated!* (53 pp).
This booklet explains the most common frauds used by sellers and repairmen and how to avoid them.
26. Dare, Beatrice F., and Wolfe, Edward J., *You and Your Pay*. (Accent / The World of Work series). Chicago, Illinois: Follett Publishing Co., 1967. 24 pp. 69¢. (Instructor's Book \$1.50.) Grades 4-7. Illus.
These stories about Bill Zimsky and his new job give important information about employee income, budgeting, and job advancement. Booklet includes exercises.
27. *Food on the Table*. New York State's Food on the Table Program (edited by the New York State Women's Unit). Albany, New York: New York State Women's Unit, State Capitol, 1969. 52 pp. Free. Grades 4-6. Illus.
This colorful cookbook combines many low-cost recipes with tips on how to store, prepare, and serve foods and use leftovers.
28. Gillespie, George. *Why You Need Insurance*. Syracuse, New York: New Readers Press, 1966. 24 pp. 30¢. Grades 3-4. Illus.
The story of Joseph Berg and his experiences with fire insurance, car insurance, hospital and life insurance. Important words are explained.
29. Goble, Dorothy Y., *You and Your Money*. Austin, Texas: Steck-Vaughn Co., 1967. 58 pp. \$1.08 list and 81¢ net. (Teacher's Manual available.) Grades 3-4. Illus.
Despite over-use of prescriptions, this worktext provides useful information about consumer buying and money management.
30. Haney, Peggy H., and Theiss, Cynthia, *The Program Assistant on the Job*. Urbana, Illinois: University of Illinois Division of Home Economics Education, 1971. (To order, send one dollar to *Illinois Teacher*, 342 Education, University of Illinois, Urbana, Ill. 61801. This covers cost of one copy each of items 30, 36, and 37.) 47 pp. Grades 4-5. Illus.
Stories of Mrs. Graham, and other paraprofessionals with the Expanded Nutrition Program of the Cooperative Extension Service, explain their work and teach some principles of nutrition. Stories can be useful in working with many individuals and groups in addition to Extension groups.

31. *Making the Most of Your Money*. New York: Institute of Life Insurance, 1967. 47 pp. Free. Grades 5-6. Illus.
Stories about real people with consumer problems are designed to teach important concepts. Workbook pages follow each story.

Mind Your Money leaflets. Chicago, Illinois: Money Management Institute, Household Finance Corporation, 1968. Set of three leaflets. 15 pp each. 25¢ per set. Grades 4-5. Also available in Spanish.
These leaflets give useful information, though they are often prescriptive. Strict informational format. Set includes:
 32. *When You Spend
Leaflet explains how to set up a budget or spending plan.
 33. *When You Shop
Leaflet stresses principles of buymanship and comparison shopping.
 34. *When You Use Credit
Leaflet discusses when to use credit, the kinds of credit, the cost of credit, and credit contracts. It includes a glossary of important credit terms.
35. *Nutrition Education; Food--and What It Can Do For You*. New York State's Food on the Table Program. Albany, New York: New York State Department of Social Services, 1970. 65 pp. Free. Grades 4-6. Illus.
This colorful booklet stresses basic concepts of nutrition, the food needs of different groups of people, and the individual's role in good nutrition. Buying, storing, handling, and clean-up of food are also covered briefly. Includes appendix which explains in greater detail the Daily Food Guide and the functions and sources of each nutrient.
36. Theiss, Cynthia, *Get Lost, Extra Pounds!* Urbana, Illinois: University of Illinois Division of Home Economics Education, 1971. (To order, send one dollar to *Illinois Teacher*, 342 Education, University of Illinois, Urbana, Ill. 61801. This covers cost of one copy each of items 30, 36, and 37.) 15 pp. Grades 4-5. Illus.
In this interesting story, Mrs. Brown and Mrs. Allen try out different ways to lose weight.
37. Theiss, Cynthia, *Practice What You Preach!* Urbana, Illinois: University of Illinois Division of Home Economics Education, 1971. (To order, send one dollar to *Illinois Teacher*, 342 Education, University of Illinois, Urbana, Ill. 61801. This covers cost of one copy each of items 30, 36, and 37.) 8 pp. Grades 3-4. Illus.
Mrs. Allen discovers that eating the right foods is important for herself as well as her son.

38. Turner, Richard H., *The Money You Spend*. Chicago, Illinois: Follett Publishing Co., in cooperation with New York University Press, 1962. 20 pp. Grades 4-5. Illus.
This interesting booklet uses continuing stories about a group of adolescents and their problems to emphasize basic principles of budgeting, banking, and spending.
39. *Using Your Money Wisely*. New York: American Bankers Association, 1967. 35 pp. Grades 4-6. Illus.
This attractive booklet gives basic information on budgeting, credit, checking accounts, savings accounts, and borrowing. Exercises accompany each chapter. Strict informational format.

LEAFLETS

American Dental Association leaflets listed below. Chicago, Illinois: American Dental Association.

40. *Do It! (1970. 5 pp in joined parels. Grades 3-4. Illus.)
Stresses the importance of a clean mouth and how to brush your teeth.
41. *Do Your Gums Bleed When You Brush Your Teeth?* (1971. 11 pp. Grades 3-4. Illus.)
Explains gum disease or pyorrhea, and how to get dental help for it.
42. *Mothers Want to Help*. (1970. 10 pp. Grades 4-5. Illus.)
Tells how expectant mothers can set an example of good dental health through proper nutrition and dental care.
43. *Parents Want to Help*. (1970. 10 pp. Grades 4-5. Illus.)
Explains why good dental health is important and how to help your children achieve it through proper eating, proper brushing, and frequent visits to the dentist.

BAND Advisor Leaflets. Richmond, California: Bay Area Neighborhood Development. All leaflets are 4 pp. 10¢ each for straight or mixed orders to 50, discounts for orders over 50 leaflets. Grades 4-6.

Though often prescriptive, these leaflets offer much valuable information on using credit and on buying various products. Subjects are treated in greater detail than in the BAND Cartoon leaflets. (See following reference.)

44. *A Safer Car Can Save Your Life*.
List of safety features to look for in cars.
45. *A Small Loan? Where Do You Go?*
Information about several places that lend money, and their true annual interest rates.

*Also available in Spanish.

46. *Retail Credit--A Help or a Trap?*
 The different types of retail credit, and the hazards
 to watch out for when using them.
47. *Don't Let Credit Trap You*
 Basic principles about credit rating, the kinds of
 credit, the costs of credit, and credit contracts.
48. *Where, Oh, Where Does Your Money Go?*
 A form for a monthly budget.
- Save When You Buy*
49. *A Used Car*
50. *Appliances*
51. *Furniture*
52. *Rugs and Carpets*
53. *Drugs and Medicines (includes suggestions for a first*
 aid kit.)
54. *Television*
55. *Clothing*
56. *Life and Health Insurance*
57. *Fabrics*
58. *Cosmetics*
59. *Appliance Repairs*
60. *Food*

For each of these items, these SAVE WHEN YOU BUY leaflets discuss (if applicable) how to size up your needs before buying, where and when to buy, the value of shopping around, the important factors to consider when buying the product (including use and care), and the tricks and dangers to watch out for--especially from fraudulent dealers, poor quality products, or credit contracts.

BAND Cartoon Leaflets. Richmond, California: Bay Area Neighborhood Development, 1966 and 1967. All leaflets are 4 pp., except ED-19, 8 pp. 5¢ for sample copy, 4¢ each for straight or mixed quantity orders to 100, discounts for quantity orders over 100 leaflets. Grades 3-4. Colorful cartoon format is used. Starred copies are available in Spanish in limited supply (add S after order number to order Spanish edition, as in Ed-15S).

These attractive leaflets discuss many important consumer principles in a straightforward though sometimes prescriptive way.

61. *(ED-15) *12 Secrets of Smart Food Buying*
 Ways to save money and get the best values when grocery
 shopping.
62. *(ED-16) *Who Is Knocking at Your Door?*
 How to resist high pressure salesmen.

*Also available in Spanish.

63. *(ED-17) *STOP! What Are You Signing?*
 What signing a credit contract really means.
64. *(ED-18) *Mr. and Mrs. Green Solve the Price Mystery.*
 Shopping for the best cash price and the lowest
 borrowing cost.
65. *(ED-19) *Buying a Used Car Isn't Easy!*
 What to look for and watch out for in buying a
 used car.
66. *(ED-20) *Money for Rent.*
 The different interest rates for borrowing money.
67. *(ED-21) *The Great Furniture Hunt.*
 What to consider in buying furniture.
68. *(ED-22) *Keep Your Eyes Open When You Buy a T.V.*
 What to think about when buying a T.V., including how
 to judge a good picture.
69. *(ED-24) *What's So Good About Credit Unions?*
 Advantages of belonging to a credit union.
70. *(ED-25) *Do You Spend Too Much Money on Drugs and Medicines?*
 Cutting costs and avoiding dangers with drugs and
 medicines.
71. *(ED-27) *Appliance Repair*
 How to get your money's worth and avoid being cheated
 (has a special notice for California residents).
72. *(ED-28) *Creditors and Collection Agencies Can Take 1/2*
 of Your Wages!
 Examples of how to file a "claim for exemption" to
 prevent garnishment of your wages. (Procedures vary
 from state to state.)
73. *(ED-30) *Fight Back!*
 What steps to take when you think you've been cheated.
74. (ED-32) *My Mommy's Smart!*
 Many good tips on consumer information sources and
 comparison shopping.
75. **Easy Meals That Please.* Chicago, Illinois: National Dairy Council,
 1968. 7 pp in joined panels, with 4-page leader's guide. 5¢.
 Grades 4-5. Also available in Spanish.
 Leaflet lists several possible meals and snacks, and gives
 the four basic food groups.

Laubach Literacy, Inc., *Be Informed Series.* Syracuse, New York:
New Reader's Press, 1970. 75¢ per unit or 50¢ if more than 50
units. (Teacher's Guide can be ordered.) Grades 4-5. Illus.

This is an excellent set of units on various topics, each unit containing a five-part discussion of the subject. Each part has eight pages--four pages of information and four pages of self-testing review exercises (removable). Units dealing with consumer education are listed.

76. Unit #1 *Be Informed on Personal Credit.*
Introduction to Credit; Shopping for Credit; Installment Credit; Are You a Good Credit Risk?; Learning to Live With Credit.
77. Unit #2 *Be Informed on Buying an Auto.*
The Cost of Transportation; Buying a New or Used Car?; Buying a New Car; Buying a Used Car; Financing an Auto.
78. Unit #3 *Be Informed on Owning an Auto.*
Licensing and Insuring a Car; Maintaining Your Car; Operating Your Car; Drive a Safe Car; Be a Safe Driver.
79. Unit #4 *Be Informed on Buying a House.*
Should you Buy a Home? What to Look for; Buying, Mortgaging, and Financing a Home; Maintaining Your Home; Long-Range Housing Costs.
80. Unit #5 *Be Informed on Personal Insurance.*
Introduction to Family Financial Security; Social Security and Life Insurance; Disability Income Protection; Health Insurance Protection; Retirement Income.
81. Unit #6 *Be Informed on Renting a House.*
Meeting Housing Costs; Getting Help With Your Housing; Tenant Rights and Responsibilities: You and Community Improvement; Meeting Your Future Housing Needs.
82. Unit #9 *Be Informed on Taxes.*
What Are Taxes? How Taxes Are Collected; Where Your Tax Dollars Go; Records for the Income Tax; Income Tax Form 1040A.
83. Unit #10 *Be Informed on Banking.*
What Is a Bank?; Bank Services; Your Checking Account; Reconciling Your Bank Statement; Saving Through Banking.
84. Unit #13 *Be Informed on Using Measurements.*
Time; Weight; Liquid and Dry Measures; Distance; Temperature.
85. Unit #14 *Be Informed on Wise Buying.*
Tips for Wise Buying; Buying Food; Buying Clothes; Buying Furniture; Buying Appliances.
86. Unit #16 *Be Informed on Money.*
Money--Who Needs It?; How Money Is Made; Our Country's Economy; How to Save Money; How to Spend Money (Wisely).

87. **What To Feed Your Family*. Chicago, Illinois: National Dairy Council, 1968. 5 pp in joined panels with 4-page leader's guide. 5¢. Grades 4-5. Illus. Also available in Spanish for 8¢.
Leaflet stresses basic four food groups and gives many suggestions about foods that can be eaten for each group.
88. *Wise Use of Credit*. Family Services Program. Baltimore, Maryland: Baltimore Urban League. 4 pp. Grades 3-4.
Leaflet lists some reasons for credit, reasons against credit, and some hints for using credit. Strict informational format.

NEWSPAPERS

89. *News For You*. Syracuse, New York: Laubach Literacy, Inc.
 Published weekly on two reading levels, Edition A on 3rd-4th grade level and Edition B on 4th-5th grade level. 4 pages, tabloid size. Subscription rate: 1-5 papers weekly are 10¢ each, and 6 or more weekly mailed to one address are 5¢ each. A teacher's guide is free to all subscribers. Newspaper is illustrated.
Each issue has current U.S. and international news, social science topics, sports, and special features, including articles on consumer problems, legal rights, and jobs. Quizzes, essays, etc., encourage reader participation.

PORTIONS OF JOURNALS

90. Davis, Reba J., and Theiss, Cynthia, "Letters from Your Unborn Baby," in *Illinois Teacher*, Vol. XIV, No. 2, 1970. pp. 57-82. \$1.00 per issue. Grades 3-4. Illus. (Can be removed from issue for use.)
This series of ten letters--one to Mom during each month of pregnancy and one to Dad--stresses prenatal care, especially nutrition.
- Gipson, Betty K., "Stories Based on Legal Problems," in *Illinois Teacher*, Vol. XII, No. 3, 1968-69. pp. 148-181. \$1.00 per issue. Grades 5-7.
These read-aloud skits deal with various legal problems encountered by the Bates family, typical of many of the neediest families. They offer valuable information about the legal services available to families in need. Extensive suggestions accompany the stories. Stories include:
91. "The Signature." (6 pp.)
Mrs. Bates is cheated when she purchases a sewing machine. She learns the significance of signing a contract, and about the services of the Better Business Bureau and the Legal Aid Society.

*Also available in Spanish.

92. "The Missing Birth Certificate." (7 pp.)
The Bates family learns the value of a birth certificate and how to obtain one when needed.
93. "Jack Takes a Ride." (6 pp.)
The Legal Aid Service and the Family Service Agency help the Bates family when young Jack Bates is arrested and found innocent of possession of a stolen car.
94. "Mr. Bates Goes to Court." (5 pp.)
Mr. Bates enlists the help of the Lawyer Referral Service when he is involved in a car accident and must file suit to recover for his injuries and damages.
95. Longworth, Eldora, "Buy in Haste--Regret in Leisure," in *Illinois Teacher*, Vol. XI, No. 1, 1967. pp. 17-20. \$1.00 per issue. Grades 3-4.
This skit stresses several important considerations in shopping for clothes such as trying clothes on, fit, quality of construction, and return privileges. Accompanied by lesson plan.
96. Longworth, Eldora, "The Salesman Comes," in *Illinois Teacher*, Vol. XI, No. 1, 1967. pp. 25-30. \$1.00 per issue. Grades 3-4.
This is a skit to be read or acted out. It shows the consequences of easy persuasion by a door-to-door salesman. A lesson plan on advertising and sales promotion accompanies the skit.
97. Spitze, Hazel T., "How Much Food Will Ten Dollars Buy?" in *Illinois Teacher*, Vol. XI, No. 1, 1967. pp. 9-13. \$1.00 per issue. Grades 3-4.
This skit shows two ways to spend \$10 at the grocery store. Basic principles of food buying are emphasized as the reader sees the difference in foods procured and the meals that can be obtained. Teaching suggestions accompany the skit.
98. Wineland, Sherry, "Credit Buying, or Jake and Molly Buy a New T.V.," in *Illinois Teacher*, Vol. XIV, No. 2, 1970. 28 pp. \$1.00 per issue. Grades 3-4. Illus. (Article is to be removed from issue and folded into a booklet for use.)
This simple story teaches the relation between cost of credit and length of loan.

GOVERNMENT PUBLICATIONS

This is a list of publications from the President's Committee on Consumer Interests, the Consumer and Marketing Service, the Federal Extension Service, the state Cooperative Extension Services, and the Social Security Administration. Except for the state Cooperative Extension materials, order all of these materials from the Superintendent of Documents (see sheet of Publishers' Addresses).

EXECUTIVE OFFICE OF THE PRESIDENT

99. PRESIDENT'S COMMITTEE ON CONSUMER INTERESTS

(Order all materials from the Superintendent of Documents.)

Consumer Leaflets listed below. 4 pp. each. 10¢ each (or \$7.50 for 100 leaflets). Grades 5-6. Illus.

These leaflets use a strict informational format to give basic facts and warnings to consumers. Leaflets include:
Be Sure Before You Sign

Gives the precautions to take in signing contracts.

Knock, Knock!

Tells how to avoid being cheated by door-to-door salesmen.

U.S. DEPARTMENT OF AGRICULTURE

CONSUMER AND MARKETING SERVICE

(Order all materials from the Superintendent of Documents.)

100. *Daily Food Guide poster and illustrated flyers. (C & MS-23-43), 1966. 1 page flyers. 1¢ each (\$1.00 for 100). Grades 2-3.

These flyers (also part of the FES Low Income Teaching Kit on Food for Thrifty Families) talk about several foods which can be good buys. Flyers show the importance of each food and give tips on buying it or using it. Often recipes are included.

FEDERAL EXTENSION SERVICE

(Order all materials from the Superintendent of Documents.)

Low Income Teaching Kits, 1968. Each kit or packet contains several prices listed below. Grades 4-6. Suggestions for use of materials accompany each packet.

Though designed for Program Assistants in Extension, these materials can be used by many teachers and groups. Though leaflets contain some prescriptions and judgments, they provide much sound information which is especially valuable for low-income groups. The packet organization of several materials makes use of these publications easy. Packets dealing with consumer education are listed below.

101. FES Packet B - Low Income Teaching Kit on Food for Thrifty Families. 29 publications. \$1.50 per kit or \$112.50 per 100 kits.

Kit contains guides for teachers or aides and 21 illustrated flyers, each dealing with a different food. Flyers discuss the importance of the food and offer suggestions on buying and using it (often giving recipes).

102. FES Packet C - Low Income Teaching Kit on A Clean House. 14 publications. 75¢ per kit or \$56.25 per 100 kits.
and

*Also available in Spanish.

103. FES Packet E - *Low Income Teaching Kit 2 on A Clean House.*
About 10 publications. 45¢ per kit or \$33.25 per 100 kits.
Leaflets in these kits explain how to care for and clean various items in the house and how to solve problems like getting rid of bugs, etc.
104. FES Packet D - *Low Income Teaching Kit on Clothing.*
9 publications. \$1.75 per kit or \$131.25 per 100 kits.
These leaflets each deal with specific clothing construction problems such as sewing by hand, fixing new clothes, tapering pants, and replacing zippers.
105. FES Packet F - *Low Income Teaching Kit on Clean Clothes.*
7 publications. 55¢ per kit or \$41.25 per 100 kits.
Leaflets discuss washing, bleaching, and ironing clothes.
106. FES Packet G - *Low Income Teaching Kit 2 on Clothing.*
7 publications. 45¢ per kit or \$33.25 per 100 kits.
These leaflets discuss attractive styles, clothing labels, buying a secondhand sewing machine, and spending money on clothes (using case studies of three families). Exercises accompany the lessons.
107. FES Packet H - *Low Income Teaching Kit on Credit.*
8 publications. 45¢ per kit or \$33.25 per 100 kits.
Leaflets discuss what credit is, the advantages and disadvantages of it, where to get credit, how to figure the dollar cost of credit, and what to know about credit contracts.
108. *When You Use Credit.* 1965. 12 pp. 10¢. Grades 5-6. Illus.
This booklet uses a strict informational format to explain the advantages and disadvantages of credit, credit costs, kinds of credit, credit contracts, and credit rating.
109. *Managing Your Money.* 1964. 12 pp. 10¢. Grades 4-5. Illus.
This booklet describes how to set up a budget or spending plan. It is sometimes prescriptive.

STATE COOPERATIVE EXTENSION SERVICES

(Although the Cooperative Extension Services are located at the land-grant college in each state, they have been listed here because they work in cooperation with the U.S. Department of Agriculture. To order materials from a state Cooperative Extension Service, do *NOT* write to Superintendent of Documents--write the Cooperative Extension Service in the State. Addresses for Extension Services that have low-literacy materials listed here are found on the list of Publishers' Addresses.)

California

Credit pamphlets listed below, by Constance Burgess, 1970.
Each pamphlet 7 pp. Grades 3-5. Illus.

110. *Before You Sign a Contract*
Explains what a credit contract is and what to check on before signing.
111. *Shop for Your Loan*
Explains the differences between different lending agencies.

Kentucky

Home Economics Special Folders listed below. 4 pp each.
10¢ each. Illus.

These leaflets use a strict informational format and cover several topics in home care and repair, personal care, clothing, buymanship. The materials are easy to understand, though sometimes prescriptive. Several brochures discuss personal care as related to grooming:

112. SF-19 *Let's Be Neat and Clean*, by Rachel Wallace, 1969. Grade 3.
113. SF-20 *Look Your Best*, by Rachel Wallace, 1968. Grade 3.
114. SF-21 *Washing Your Hair*, by Rachel Wallace, 1968. Grade 2.
115. *and*
SF-30 (Supplement to SF-21) *Straightening and Smoothing Extra Curly Hair*, by Rachel Wallace, 1966. Grade 4.
- Other folders or brochures talk about buying or judging the fit of clothing:
116. SF-28 *Does Your Dress Fit You?* by Rachel Wallace, 1970. Grades 3-4.
117. SF-29 *Are You Buying a Coat or Suit?* by Rachel Wallace, 1969. Grades 3-4.

Brochures dealing with housing care and repairs give many tips on how to improve your house for little money:

118. SF-7 *You Can Paint Old Linoleum*, Beth Burr, 1966. Grade 3.
119. SF-14 *Get Rid of Bed Bugs*, by Ella S. Anderson, 1969. Grade 4.
120. SF-16 *Better Light for Your Home*, by Beth Burr, 1966. Grade 4.
121. SF-18 *Shelves for Your Kitchen*, by Gladys M. Lickert, 1969. Grade 3.

- 122. SF-42 *Fill Holes and Cracks in Your Floors and Walls*, by Kathryn G. Sebree, 1971. Grade 3.
- 123. SF-43 *Replacing Broken Window Panes*, by Gladys Lickert, 1969. Grade 6.
- 124. SF-44 *Replacing Wall or Floor Tile*, by Gladys Lickert, 1970. Grade 6.
- 125. SF-45 *How to Patch Plaster*, by Gladys Lickert, 1970. Grade 6.
- 126. SF-46 *Mending a Screen*, by Gladys Lickert, 1970. Grade 6.

Other folders include:

- 127. SF-52 *Buying Used Furniture*, by Kathryn G. Sebree. Grades 4-5.
- 128. SF-6 *Storing Vegetables for Fall and Winter*, by Hubert Davis, 1970. Grade 6.
Explains how to make outdoor pits to store vegetables.
- 129. SF-26 *Your Money*, by Helen M. Stevens, 1970. Grade 4.
Explains briefly the advantages of having a budget.

Minnesota

Home Economics Special Brochures listed below. Grades 3-4. Illus.

Using a strict informational format, these brochures cover topics in foods, nutrition, housekeeping, home care, and buymanship. Despite the over-use of prescriptions, they provide several useful facts and suggestions.

Brochures dealing with housekeeping tasks and home care or repair give simple step-by-step procedures and suggestions for jobs:

- 130. HS 1 *Easy Dishwashing*, by Mary L. Muller and Leona S. Nelson, 1965. 3 pp. 5¢.
- 131. HS 2 *Rid Your Home of Rubbish*, by Mary L. Muller and Leona S. Nelson, 1965. 3 pp. 5¢.
- 132. HS 3 *Cleaning Sink, Tub and Toilet*, by Mary L. Muller and Leona S. Nelson, 1965. 3 pp. 5¢.
- 133. HS 5 *Better Bedmaking*, by Mary L. Muller, Mary F. Lamison, and Leona S. Nelson, 1966. 5 pp. 5¢.

134. HS 7 *Home Storage*, by Mary L. Muller, Mary F. Lamison, and Leona S. Nelson, 1966. 7 pp. 10¢.
- Brochures also discuss the household care of clothing, giving instructions on laundering and stain removal:*
135. HS 22 *Laundry: Supplies*, revised by Wanda W. Olson from material originally prepared by Glenda M. Humphries, in cooperation with Leona S. Nelson, 1970. 7 pp. 10¢.
136. HS 23 *Laundry: Doing the Wash*, revised by Wanda W. Olson from materials originally prepared by Glenda M. Humphries, in cooperation with Leona S. Nelson, 1970. 7 pp. 10¢.
137. HS 24 *Removing Spots and Stains*, by Thelma Baierl and Leona S. Nelson, 1970. 7 pp. 10¢.
- Brochures on foods and food use stress nutritional values of foods, buying food, cooking and serving foods, and storing foods. They include a few recipes to try:*
138. HS 4 *Dry Milk in Every Meal*, by Verna A. Mikesch and Leona S. Nelson, 1966. 5 pp. 5¢.
139. HS 9 *Daily Food Guide*, by Grace D. Brill and Leona S. Nelson, 1967. 5 pp. 5¢.
(The Basic Four Plan and the nutrients each group provides.)
140. HS 10 *Family Food--Fruits and Vegetables*, by Grace D. Brill and Leona S. Nelson, 1967. 7 pp. 10¢.
141. HS 11 *Family Food--Breads and Cereals*, by Grace D. Brill and Leona S. Nelson, 1967. 7 pp. 10¢.
142. HS 12 *Family Food--Meat and Meat Foods*, by Verna A. Mikesch and Leona S. Nelson, 1967. 7 pp. 10¢.
143. HS 13 *Family Food--Hamburger*, by Verna A. Mikesch and Leona S. Nelson, 1967. 7 pp. 10¢.
144. HS 14 *Family Food--Milk*, by Verna A. Mikesch and Leona S. Nelson, 1967. 7 pp. 10¢.
145. HS 21 *Eggs*, by Verna A. Mikesch and Leona S. Nelson, 1969. 7 pp. 10¢.
146. HS 25 *Dry Beans and Peas*, by Verna A. Mikesch and Leona S. Nelson, 1970. 7 pp. 10¢.

The purchase and care of household equipment is also discussed:

147. HS 16 *Pots and Pans*, by Glenda M. Humphries and Leona S. Nelson, 1968. 7 pp. 10¢.
148. HS 17 *Small Electrical Appliances*, by Glenda M. Humphries and Leona S. Nelson, 1968. 11 pp. 10¢.
(Includes the buying and use of a coffee maker, hand mixer, vacuum cleaner, fry pan, toaster, and iron.)
- Health and personal care are included in brochures on hair care:*
149. HS 19 *Hair Care*, by Athelene H. Scheid and Leona S. Nelson, 1969. 7 pp. 10¢.
150. HS 20 *Hair Styling*, by Athelene H. Scheid and Leona S. Nelson, 1969. 7 pp. 10¢.
- And:*
151. HS 15 *Should You Buy on Time?* by Mary F. Lamison and Leona S. Nelson, 1966. 5 pp. 5¢.
(Discussions of the advantages and disadvantages of credit, the amount you can afford to pay for credit charges, and how to shop around for credit.)

Missouri

152. *Food for Fitness* series, by Mildred Bradsher, Charline Lindsay, and Nancy Lysen, 1971. Several leaflets and handouts, with a lesson guide booklet available. Grades 5-7. Illus.
Though designed for Program Assistants in Extension, these materials could be used in many teaching situations with groups of young people. Leaflets and handouts (#Y86L-#Y878) give opportunity for personal participation and application. Series stresses important principles of nutrition, food-buying, and personal care. Lesson Guide gives many suggestions for using the materials in class meetings.
153. *Kitchen Tips: Use What You Have On Hand*, by Ann Hertzler, 1971. 7 pp. Grades 4-6. Illus.
This colorful leaflet uses a strict informational format to give many tips on household tasks and the effective use of common equipment. Topics discussed are: ingredient substitution, clean dishes, keeping bugs and mice out of the house, keeping food away from mice and bugs, substituting cooking equipment and measuring tools, sharpening knives, baking without an oven, and making children's play materials. Leaflet is sometimes prescriptive.

New Jersey

Credit Matters leaflets, by Jean Carroll, 1969. 3 leaflets (single page, folded over). Grades 4-5. Illus.

Leaflets include:

- 154. *What is Credit (#436)*
Explains what credit and "buying on time" is.
- 155. *Buying on Time (#439)*
Gives warnings and lists important points for consumers to consider before "buying on time" or "buying on credit."
- 156. *Shopping for Credit (#441)*
Explains how to comparison shop for retail credit by figuring the dollar interest charge.

New York

You and Your Family series of single concept leaflets. 4 pp each. Grade 4. Illus. This set has been discontinued, but limited quantities of 10 leaflets are still available, and orders will be filled as long as supplies last. They can be revised and used as needed. (To order, write Mailing Room, Building 7, Cornell University Research Park, Ithaca, New York, 14850.) Price: 100 leaflets, assorted to your request, \$4.50 (postage included). The following titles can be ordered:

- 157. C-2 *Alice Does the Laundry.*
- 158. F-2 *You Are a V.I.P.*
Includes a list of helpful community organizations and agencies.
- 159. M-1 *Make Housekeeping a Whiz.*
- 160. N-1 *Betty Saves Money on Canned Foods.*
- 161. N-2 *Betty Saves Money by Shopping Once a Week.*
- 162. N-3 *Storing Food Carefully Pays Off.*
- 163. T-1 *Learn to Sew.*
- 164. T-2 *Alice Hill Buys Cindy a Dress.*
- 165. T-3 *Rick and Diana Find Shopping Clues on Clothing Labels.*
- 166. T-4 *How Nice You Look.*

(The remaining materials listed below are available free of charge for file or review copies. Multiple copies must be locally reproduced. Order from Duplicating Services, Martha Van Rensselaer Hall, Room B-10, New York State College of Human Ecology, Cornell University, Ithaca, New York, 14850.)

Spanish Food Marketing Leaflets listed below, by Diva Sanjur and Joanne Pakel, 1969. 6 leaflets, 1 page each. Teacher's Guide and English translation available. Written in Spanish. Grades 4-6. Illus.

Each of these simple leaflets, designed for use with Spanish-speaking people, gives a few sentences to teach a major concept of food-buying. Leaflets include:

167. *1 - *Donde Debo Comprar? . . . En El Supermercado . . .
 0 . . . En La Tienda Local?*
 (Where to Shop? At a Large Supermarket or a
 Small Store?)
168. *2 - *Usas Los Anuncios De Alimentos En "Especial?"*
 (Buying Supermarket Food Specials.)
169. *3 - *Que Cantidad De Alimentos Debo Comprar?*
 (How Much Food to Buy?)
170. *4 - *Comprar El Precio De Los Alimentos.*
 (Compare Food Prices.)
171. *5 - *Marcas De Renombre Y Marcas De Almacen.*
 (Name Brands Versus Store Brands.)
172. *6 - *Una Lista De Comprar Puede Serle Util.*
 (A Shopping List Can Be Helpful.)
173. *Penny Snitchers. 11 separate pages. Grades 4-6. Illus.*
 This cartoon series deals with the most common ways
 people let money slip through their fingers when
 shopping for food. Each page has an illustration and
 an explanation on the back of practices like "Shopping
 Daily," "Over-Buying," "Impulse Buying," and so on.
- Win the Shopping Game leaflets. 3 leaflets, each 5 pp in*
 joined panels. Grades 4-5.
 These leaflets explain how to avoid being taken in
 by fraudulent sales practices and high-pressure
 salesmanship. Leaflets include:
174. *Win the Shopping Game--In the Store.*
175. *Win the Shopping Game--At Your Door.*

*Only available in Spanish.

176. *Win the Shopping Game--Over the Telephone.*
177. *Hi! I'm Ira, Your Informative Iron*, by Lillian E. Edds, 1969. 9 pp. Grades 4-5. Illus.
Cartoon format is used to explain the safety precautions in using and caring for an iron.

Puerto Rico

Leaflets listed below, except the first two, are available only in Spanish. Leaflets are sometimes prescriptive.

178. **Donde Conseguir Credito* (Where to Get Credit), a translation of the Federal Extension Service Bulletin PA-866, by Dra. Carmen P. Busquets, 1969. 3 pp. Illus.
179. *Como Determinar El Costo Del Credito* (How to Figure the Dollar Cost of Credit), a translation of the Federal Extension Service Bulletin PA-867, by Dra. Carmen P. Busquets, 1969. 3 pp. Illus.
180. *El Ahorro* (Saving), by Dra. Carmen P. Busquets, 1970. 5 pp in joined panels. Illus.
Leaflet gives reasons for saving money and suggests several places to save it.
181. *Ventajas y Limitaciones del Plan de Gastos Y Entradas del Hogar* (Advantages and Limitations of a Budgeting Plan for the Home), by Dra. Carmen P. Busquets, 1969. 2 pp. Illus.
Leaflet tells what a budget can do and gives guidelines for setting one up.
182. **Simplificacion de Trabajo* (Work Simplification), by Andreita V. DeReyna, 1969. 9 pp. Illus.
Leaflet gives the basic principles of work simplification.

South Carolina

Do-It-Yourself Storage leaflets, by Frances Odom, 1970. 3 leaflets, 4 pp each. Grades 5-6. Illus.
These leaflets show how to use household materials to add to the storage space in your home. Leaflets include:

183. (Housing Leaflet 200) - *A Place for Your Clothes.*
Suggestions for making closets, racks, shelves, drawers, and garment bags.
184. (Housing Leaflet 201) - *Home Improvement Ideas.*
Suggestions for making useful items, like desks, tables, shelves, screens and file or tool boxes.

185. (Housing Leaflet 202) - *A Place for Your Kitchen Supplies.*
Suggestions for adding hooks, dividing drawers, building shelves, and hanging boards, and using ordinary containers.

Nutrition leaflets, listed below, by Marie S. Hindman,
4 leaflets, 4 pp each. Grades 7-8. Illus.

Each of these leaflets deals with one of the four major food groups. Leaflets use a strict informational format to discuss foods in the group, the nutritive values of the foods, the number of servings needed, tips for wise buying, and tips for cooking. Leaflets include:

186. (HE Leaflet L1) - *Meats* (reprinted 1968).
187. (HE Leaflet L2) - *Milk* (reprinted 1970).
188. (HE Leaflet L3) - *Bread* (reprinted 1970).
189. (HE Leaflet L4) - *Fruits and Vegetables* (reprinted 1971).

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SOCIAL SECURITY ADMINISTRATION

- (*Order all materials from the Superintendent of Documents.*)
190. Bureau of Federal Credit Unions, *Hi! I'm Mr. Moneywise. I'd Like to Tell You Why I'm A Credit Union Member*, 1966.
9 pp. 10¢. Grade 5. Illus.
This helpful little leaflet explains several advantages of belonging to a Federal Credit Union.
191. **Joe Wheeler Finds a Job and Learns About Social Security*, 1968.
23 pp. 25¢. Grades 4-6. Illus.
This uses a comic-book format to teach the basics of social security. Several short vocabulary exercises are included.

*Also available in Spanish.

PUBLISHERS' ADDRESSES

American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Dental Association
222 East Superior Street
Chicago, Illinois

Bannock Publications
936 Bannock Street
Denver, Colorado

Baltimore Urban League
Family Services Program
2406 Pennsylvania Avenue
Baltimore, Maryland 21217

Bay Area Neighborhood Development
4801 Central Avenue
Richmond, California 94804

Follett Publishing Company
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Ginn and Company
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Holt, Rinehart and Winston, Inc.
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University of Illinois
Urbana, Illinois 61801

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277 Park Avenue
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Laubach Literacy, Inc.
Box 131
Syracuse, New York 13210

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

New Readers Press
P. O. Box 131
Syracuse, New York 13210

New York State Department of Social
Services
1450 Western Avenue
Albany, New York 12203

New York State Women's Unit
State Capitol
Albany, New York 12203

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Opportunities Industrialization
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New York, New York 10016

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Education Division
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Steck-Vaughn Company
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Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

University of Illinois Division of
Home Economics Education
342 Education Building
Urbana, Illinois 61801

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CALIFORNIA

Agricultural Extension Service
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University Hall
2200 University Avenue
Berkeley, California 94720

NEW JERSEY

Home Economics Extension House
Lyman Drive--CAES Campus
Rutgers University
New Brunswick, New Jersey 08903

NEW YORK

KENTUCKY

Cooperative Extension Service
University of Kentucky
Lexington, Kentucky 40506

(Mailing addresses included in
bibliography.)

PUERTO RICO

MINNESOTA

Agricultural Extension Service
University of Minnesota
Institute of Agriculture
St. Paul, Minnesota 55101

Agricultural Extension Service
University of Puerto Rico
Mayaguez Campus
P. O. Box AR
Rio Piedras, Puerto Rico 00928

SOUTH CAROLINA

MISSOURI

Cooperative Extension Service
University of Missouri
Columbia, Missouri 65201

Cooperative Extension Service
Clemson University
Clemson, South Carolina 29631

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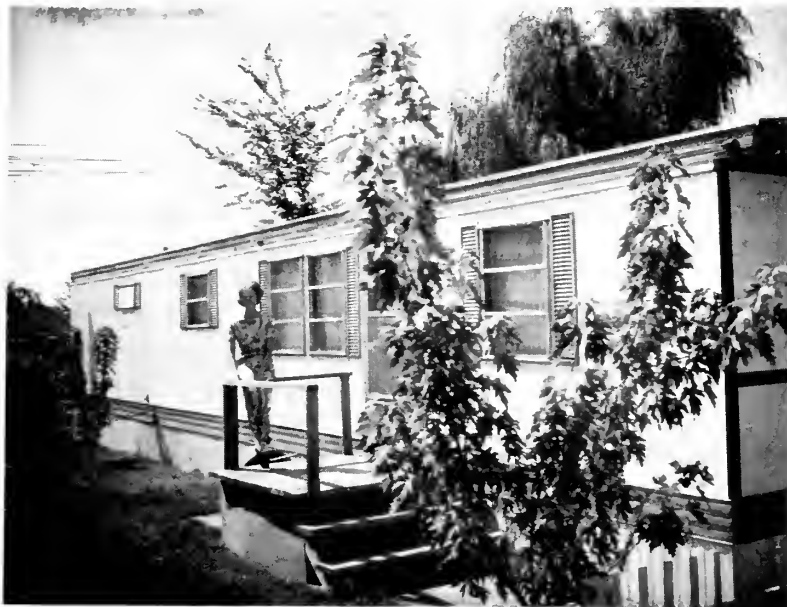
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HOME IN A MOBILE HOME

Nancy DeWitt



June 13, 1971

Dear Kathy,

Married life is really something. I am so happy. I still can't cook and John thinks he's starving. He can't understand how I can clean house so well and still can't cook. I'm learning.

We now have a home to call our own. I thought John and I would never find a place to live in Urbana. We even own our home. I should say the bank owns the home. But we pay the bank, and we *will* own it.

I used to think we would live in a dream house. But I was sure wrong. Those houses cost more than John will ever make.

We hunted for an apartment after the house idea fell through. But apartment rent is almost as much as a house payment. We don't make lots of money. But we are happy. Apartments cost so much. I was so upset. I thought we would have to set up housekeeping on the street. No place to live.

John told his boss we couldn't find a place to live. His boss told us about buying a used trailer. I thought at first it was the trailer you pull behind your car. But he meant a mobile home. John's boss told us a mobile home has low down payments and low monthly payments. And besides, the insurance is reasonable.

We went looking for a mobile home. We found out that they come in many sizes and shapes. In buying a used mobile home, one must be careful. We had to check on the heating and electrical systems. Also, we checked the roof for leakage. In a new or used mobile home the furniture, stove, furnace, and refrigerator come with the home.

We were sold on a used mobile home. We found the cutest one done with Early American furniture. It was just the right size for us. It is 50 feet by 12 feet and seems really big.

After the first two or three years, a new mobile home goes down in price. Buying a used one saved us money. We can sell it later for almost what we paid for it. It's really great. It forces us to save for the future.

Mom doesn't like our home. She says it's too drafty. She says it's either too hot or too cold. My mom thinks only about the bad things. She said we'd never be able to move it.

We got a mobile home anyway. It's home to John and me. We even have a yard and flowers. We have lots of room and storage space.

I'll describe the lot and the furniture in my next letter. It's almost time for fixing supper. The kitchen and I have another cooking lesson.

Come see me soon. I want to show you our home.

Write.

Love,

Mary

June 27, 1971

Dear Kathy,

Got your letter yesterday. It caught me up on some of the talk about town.

Mom and Dad came over the weekend. All Mom could say was "I told you so." Her famous line. It so happened that we had a windy night on Friday. All night Mom thought she was rocking in a boat. I thought the next thing she would say was, "I'm getting sea sick." We're used to the slight movement in windy weather. But it took us awhile to get used to it.

Our neighbors are nice. The trailer park has a lot to offer. There is a place for children to play. There are washing machines provided by the park for our use. I walk one block and I'm at the laundry.

Our yard has a big shade tree in front. It helps cool things off this summer. We set out a small garden. We have tomatoes, radishes,

green peppers, and a few other things. Dad says our garden is big enough for one large tossed salad. That dad of mine! Our yard is small. It fits our needs.

I'm really happy with the quality of the trailer. I have a brand name stove, refrigerator, and furnace.

Our mobile home is not a cracker box. So please watch what you say! We have a kitchen, living room, two bedrooms, and a bathroom. Does that sound like the cracker box you thought it was?

I am so pleased with the no-wax floors in the kitchen, hall, bathroom, and bedrooms. I spill lots of things and it sure saves time. The living room is carpeted and easy to care for. But I really like those floors. It saves on clean-up and I have more time for cooking lessons. It's almost time for John to come home from work. Got to run.

Do you still have any questions about our home?

Write.

Love,

Mary

July 13, 1971

Dear Kathy,

I promised to tell you more about the inside of our mobile home. Maybe you call it a trailer.

Our kitchen is in the front of the trailer. I have two walls of cabinet and counter space. My kitchen sink has a window in front of it. I watch the neighborhood children play in the park across the street. I have more counter and storage space in my kitchen than Mom has. My kitchen area is about 12 feet square. The refrigerator, stove, and sink are coppertone. The copper goes with my Early American drapes and dining set. It looks so cheery in gold, brown and orange. I actually enjoy trying to cook.

Our living room and kitchen are divided by a built-in china cabinet. I keep my pretty dishes and wedding presents in it. The living room has Early American furniture. We have a sofa bed, end table, coffee table, easy chair, and a lamp. The furniture came with the mobile home. John and I couldn't have afforded all that at once. The furniture fabric is not very tightly woven. I am afraid it will not last long. I've put slip covers over the sofa and chair to keep them from wearing. The furniture is not superior, but it will do.

We have a long hall that connects the bedrooms and bath to the rest of the home. There is a door at the end of the hall. We could get out fast in case of an emergency. I have a curtain on the back door. The window is directly in front of the bathroom.

The spare bedroom is the hobby room. It's quite small--about 7 feet wide and 9 feet long. The hobby room does have its advantages. It has a built-in dresser and closet all across one side. I've put up my sewing machine. That way I don't string pins all over the place. John has his desk in there, too. He has a chair and some wall book shelves. It's a very useful room for us.

Next comes the bathroom. I've got lots of storage space. There's a built-in vanity dresser and a linen closet. There's a full-length wall mirror in front of the vanity. I love the linen closet. I can store all our blankets and sheets and have room left over. I've even got cabinets on one side that a washer and dryer will fit under. Mom couldn't believe there could be so much storage in a 6 1/2 feet by 9 feet space. The tub, toilet and sink are beige. I've added an orange shower curtain, towels, and bath set. You didn't realize I could match colors so well, did you? You'd have to see my decorating to appreciate it.

Last, but not least, our bedroom. I've used my favorite colors in the bedroom. The pale blues and greens are in the bedspread and matching drapes. I made them from the old drapes in Mom's living room. Remember? Some mobile homes come with the bedspread and curtains. Our mobile home was a used one, and the last owners took them. We have another long dresser and closet here. The bedroom is small but holds the bed, night stand and a chair.

That's our little home. It suits us to a "T." Some mobile homes are 24 feet by 60 feet. Can you believe it? They are as big as some houses, but they are still called mobile homes. Other mobile homes are 12 feet by 60 feet. Ours is just 12 feet by 50 feet. So mobile homes come in all lengths, styles and prices.

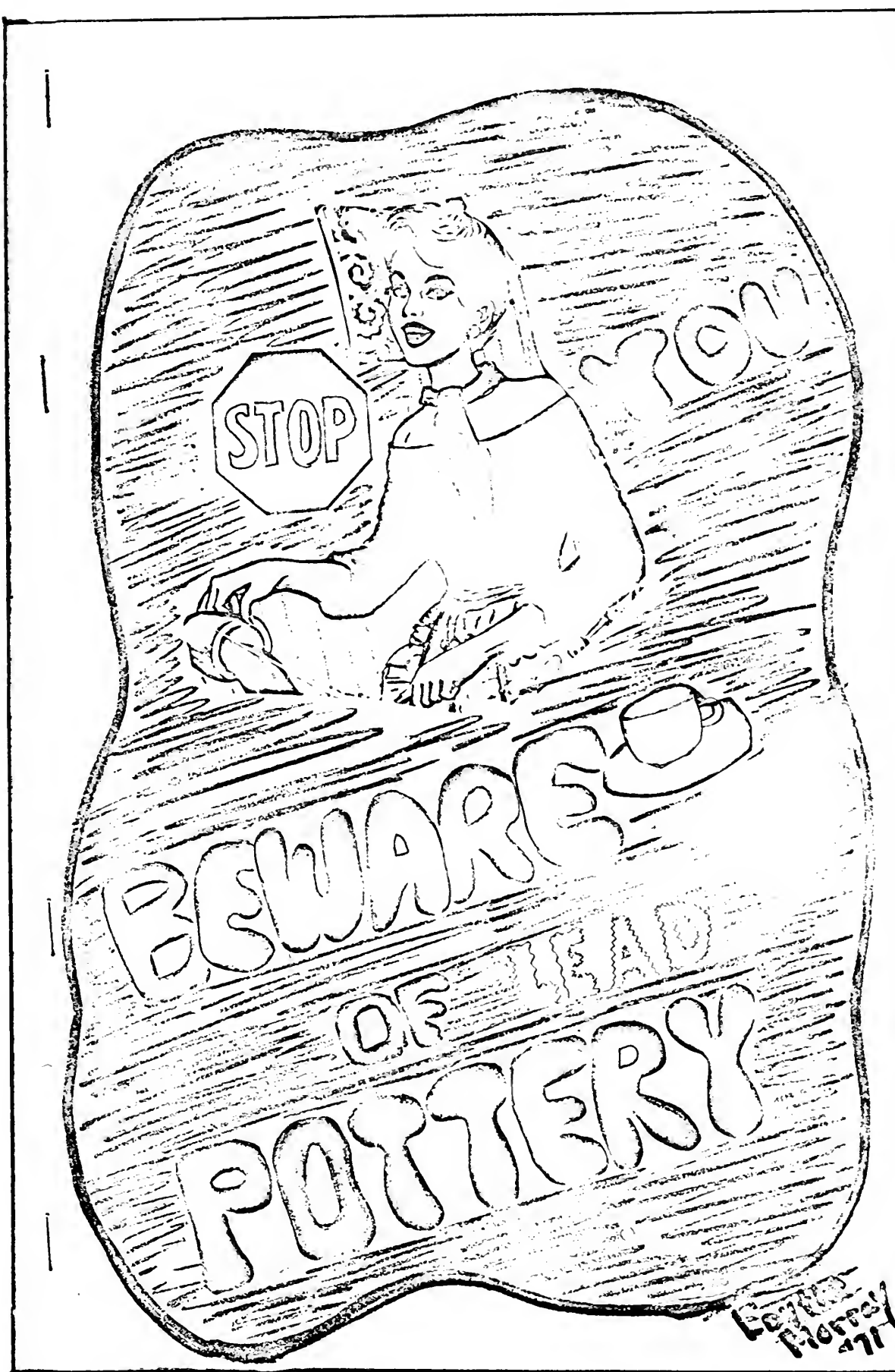
I've written on and on about this home of ours. As you can tell, I'm just so tickled about our first home.

Come visit us soon.

Write.

Love,

Mary



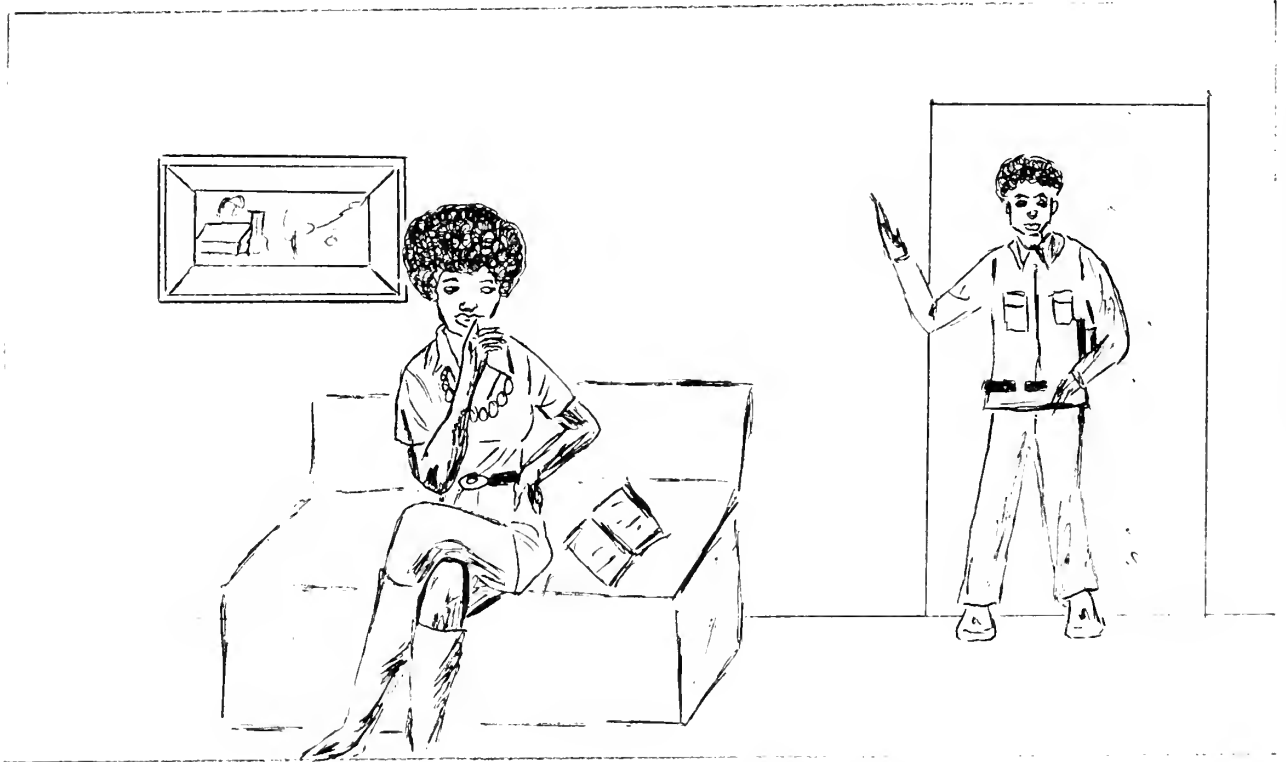
Edythe Morray wrote a brief booklet with a warning about lead poisoning in pottery, toys, and baby furniture. The cover she designed was partly by "cut and paste" from magazine pictures. The colorful result added much to this item for her reference library.

JIMMY SHOPS FOR HIS FIRST CAR

Florida Morris

Jimmy was on his way home from work one afternoon. He was thinking about the sporty little car his friend Jeffery had bought the day before. Jeffery told Jimmy how he had bought the car with no money down. He had bought it from the largest used car dealer in town.

He went home and told his sister, Ethel, about Jeffery's buy. Ethel was Jimmy's older sister. Jimmy had lived with Ethel since graduation from high school.



"Yoo! Hoo! Ethel, I am home."

"Hi Jimmy," answered his sister. "Did you have a hard day?"

"No, Sis, everything went well. Guess what? Jeffery has a new car, and he bought it with no money down," said Jimmy.

"How?" asked Ethel. "You have to be kidding."

"No, he told me all about it at work today. He bought it from that big car dealer on North street," said Jimmy.

Ethel listened to Jimmy carefully as he talked about the car. Jimmy was excited as he talked to Ethel. He needed a car, and this gave him an idea.

"You see, Sis, I could get the same deal. I do need a car to get to work," said Jimmy.

"Well, Jimmy you might want to look into this more. How much did the car cost?" asked Ethel.

"I don't know, Sis. I think he has a long time to pay for it," said Jimmy.

"A long time to pay for it! Umm, I bet his payments are sky high," replied Ethel. "Jimmy I do not know very much about buying a car, but let me see if Mr. Jones is home."

"Who is Mr. Jones, Sis?" asked Jimmy.

"You know Mr. Jones is our next door neighbor," said Ethel. "He is retired. He would know something about buying a car. He did have a business. I think he sold cars."

"Ah! Sis."

"Let me call him over," said Ethel. She went to the telephone.

"Mr. Jones, could you come over for a minute?" Ethel asked on the telephone.

"Sure, Ethel," replied Mr. Jones. He came right over.

"Mr. Jones, this is my younger brother, Jimmy," said Ethel. "He is living with me now."

"Jimmy and I would like to talk to you about buying a car," said Ethel.

"A car? Oh, who is buying a car?" asked Mr. Jones.

"Jimmy has this friend who bought this used sporty car with no money down," said Ethel.

"No money down?" replied Mr. Jones. "These boys don't know what they are getting themselves into. Most salesmen and dealers are out to make a sale."

Jimmy repeated his story to Mr. Jones. Mr. Jones listened to Jimmy.

"Well, son," said Mr. Jones. "I think every boy has had a desire to own a car at one time or another. However, it is not that easy. You must have a good down payment or have a little money saved."

"I have this job," replied Jimmy.

"Listen, Jimmy," said Mr. Jones. "There are many things to know about buying a car. Sit down. I will tell you a few things that might be helpful."

"What kind of a car do you want to buy?" asked Mr. Jones.

"I want one that is compact and sporty looking," replied Jimmy.

"Jimmy, there are two things you need to look into first. Go to several used car dealers. Also include your friend's dealer. Then look at the ads in the newspaper."

"The newspaper is already here," replied Ethel. "I'll go and get it."

"No money down! Re--pos--sess--ed!" These are the words that Jimmy read in the paper.

"What does all this mean, Mr. Jones?" asked Jimmy.

"Well, Jimmy, you must learn to read between the lines," replied Mr. Jones.

"Read between the lines?" replied Jimmy. He was puzzled.

"Let's consider one offer," said Mr. Jones. "Repossessions--take over the payments. Wouldn't you think that meant taking over the payments left by someone who could not keep up his payments?"

"Yes, I would," replied Jimmy.

"This is not always true. The ad may be just a come-on to get you to visit the lot. Once there, the dealer hopes that you will decide on another buy at the regular price," said Mr. Jones.

"Gee," said Jimmy, "I didn't know that."

"Read this ad," said Mr. Jones. Jimmy reads the ad. "No money down! Three years to pay! Two-door hard top, three-speed transmission, bucket seats, eight-cylinder."

"You will be surprised to learn that there is a down payment after all. In fact, a large sum to make up for the small installment. The salesman will suggest borrowing from a loan company. He knows one that will let you have the money. Then before you know anything, listening to all that sales talk, you have two loans to pay. The cash from the loan company with interest and the car payment."

"A guy could get into real trouble, if he is not careful," remarked Jimmy.

"Jimmy, what are you doing tomorrow afternoon after work?" asked Mr. Jones.

"Nothing planned yet," replied Jimmy.

"I'll go to look for a car with you," said Mr. Jones.

"Swell," said Jimmy.

The next afternoon Mr. Jones and Jimmy started out to look at cars.

"Good afternoon," said the salesman. "What could I do for you good people this afternoon? We have some deals of a lifetime. You know, the boss has his special offer once a year."

"We are looking for a good used car with low-mileage on it," said Mr. Jones.

"I have just the buy," said the salesman. "This one-owner Maverick, a real beauty, for only \$1,699.00."

"It's a baby," said Jimmy.

"Well," said Mr. Jones to Jimmy, "let's not buy too quickly. You see, Jimmy, in some big used car lots, cars are brought in, polished up and conditioned to start. You must take the car out for a road test. A car may never be checked out unless you do it yourself. Then you might want to ask about the owner. The owner could tell you about the car's condition. You might want to pay a mechanic to look the car over; a mechanic you know you can trust. The few dollars you pay him may save you hundreds in repairs later on."

"Gee, Mr. Jones you sure think fast," said Jimmy.

"Jimmy, remember I used to sell cars," said Mr. Jones.

"Thank you, sir," said Jimmy to the salesman. "We are just looking today."

"Well, let me give you my card. It has my name on it in case you decide to buy later," said the salesman.

"There is another dealer down the street," said Mr. Jones. "Let's go down to see what they have."

They went to the other dealer.

"Hi, you folks. What could I sell you today?" asked the salesman.

"We are looking for a good used car," said Jimmy. "A car to drive to work."

"I see," said the salesman. "You see, fellows, we are here to serve you. We can handle all your financing right here on the spot. Look at this little 1968 Mustang convertible, red with a white top, excellent condition, and for only \$1,295. I might be able to do better than that."

"Gee, Mr. Jones, this is a buy. Did you hear him say he might knock off more if I wanted to buy the car."

"Yes," said Mr. Jones. "Jimmy, if a salesman points out that he can give you a better deal than the list price, you may be getting a clunker. He may be trying to push it off the lot," replied Mr. Jones.

"Jimmy, there are many factors involved in buying a used car, but the condition of the car is the most important of all," Mr. Jones went on. "You must understand how a salesman can carry on. If he makes a promise, make him write it down and sign it. Ask the salesman for the contract to take home and read before you sign," said Mr. Jones.

"You're really smart," said Jimmy to Mr. Jones.

"Well, Jimmy, this know-how came from many years of buying and selling."

"Let's go home," replied Jimmy. "Come over and have dinner with Ethel and me. Sis always prepares enough for an extra person."

They went back to Jimmy's house.

"Come in," said Ethel. "Have you guys bought all the cars downtown?"

"No," replied Jimmy. "I sure did learn an awful lot about buying a used car. Mr. Jones is a smart man, Sis."

"Well, tell me what happened, Jimmy. Did you see a car you want to buy?" asked Ethel.

"Yes," said Jimmy. "I am going to shop around some more before I decide to buy."

They all smiled. Ethel began setting the table. Jimmy thought about all the facts Mr. Jones had told him about used cars. Picking up a pencil and paper, Jimmy sat down and started to write himself some reminders for car buying. This is what he wrote:

Ten Commandments for a Car Buyer

1. If the price is right, buy close to home.
2. Read every word of the Warranty.
3. If you leave a deposit, be sure you get a proper receipt.
4. The bigger the down payment, the smaller the total cost.
5. Shop around for your car loan. Half of one percent difference in interest rate can mean many dollars in savings.
6. When buying a used car, ask for a written guarantee. See if it covers the parts and labor for a specified period of time.
7. Always road test a used car.
8. If you have a trade-in, the balance that you have to pay is important, not the amount you are allowed for your old car.

9. Be sure you know how much you are paying for interest or credit charges.
10. Never buy a new car that doesn't carry a manufacturer suggested list price on its window.

He showed it to Mr. Jones. "Here is what I learned from you," Jimmy told him, "and I don't want to forget any of it."

Mr. Jones smiled as they all sat down to eat. "You're a smart boy, Jimmy," he said. "You're going to do okay."



BROKE AGAIN!

Ruth Freel

"Two lousy dollars! What a bank balance!" said Sally to herself.

Sally had a real problem. She was going to her best friend's baby shower. She needed a gift.

"I wanted to give Linda something really nice for the baby," Sally thought. "She has been such a good friend to me. She and Jim don't have too much money to spend. And now I have only two dollars! What can I do with two dollars?"

Sally had graduated from high school in June. Jobs were few and far between. Finally she had landed a job as a checker in the super market.

Somehow her pay didn't seem to go very far. She seemed to be broke most of the time. And she always wanted to do what her friends were doing--like the weekend at the beach. One of her new friends at the market had talked her into going. She hadn't been able to say, "No." She didn't want to say, "I don't have the money to go." On this weekend Sally had found that it cost a lot to eat in restaurants--much more than she had really planned for. And it had rained most of the time. She hadn't met any cute boys, either. All in all, the weekend had been a fizzle. And it had cost more money than she cared to think about.

Two weeks ago she had bought a car. All the girls she worked with had cars. "Why shouldn't I have one, too?" she had reasoned. But the car had taken all her savings. It had taken many hours of baby sitting to earn *that* \$400. That \$400 meant baby sitting each morning for three children--and for three summers.

"Mother warned me, too!" Sally thought. "She told me I should wait awhile before I decided to buy a car."

And then her dentist's bill had come. Mother had rescued her. Mother had paid the bill. And Sally had agreed to pay back the money in weekly payments.

"Mother is one little lady who wouldn't be in this mess," Sally said to herself. "She always seems to be able to plan her money. I can't even let her know the bind I'm in. What can I do? I'm supposed to be grown up. And look at me!" She thought awhile. "Maybe in the morning I'll get an idea," she said, hopefully.

Morning dawned, as mornings usually do. Somehow in the morning things didn't seem so bad.

"Mrs. Allard, my Home Economics teacher wouldn't be stuck this way," Sally thought. "She sure had zip! Her hair was getting gray. I guess she was pretty old--maybe 40. But she sure had groovy ideas! She sure could make a lot out of nothing. And could she ever solve problems!"

She made us solve problems, too!

"She had lots of queer little sayings that she wrote on the blackboard. Like:

'Wise men say
Keep somewhat til a rainy day.'

Nicholas Breton

"And then that other one:

'It's better to have a hen tomorrow
than an egg today.'

English Proverb

"What would Mrs. Allard do in a case like this? I could knit a baby jacket if I had time. But I don't have time."

Suddenly an idea came to Sally. "Why, of course," she thought. "I did the bulletin board which said, 'It is when you give of yourself that you truly give.' I know what I'll do. I'll buy a nice baby card and I'll write on it

Dear Linda,

I know you and Jim
will want to go out once
in awhile after the baby
comes. You can trust
the baby with me.

So; I, Sally, promise
you twelve hours of free
baby sitting.

With Love,

Sally



A gift
for the baby-to-be
with warmest wishes
for every happiness

NO SHOES FOR TAMMY

Mary Beth Manning

Shirley and Larry had had a fight over their many bills. Shirley was feeling sad. She decided to cheer herself up by going shopping.

Shirley took her baby, Tammy, and drove to town. She saw a large "Sale" sign on a dress shop window.

Shirley decided to look at the dresses on sale. She parked the car. She took Tammy and went into the store.

"May I help you?" asked a clerk. "We have many lovely dresses on sale."

"I really don't need a dress," answered Shirley. "I just want to look."

"We are glad to have you look. Do you like blue dresses?" asked the clerk. "Here is such a pretty one. You wear a size 10, don't you? It will look nice with your blond hair."

"Well, I really don't need a new dress," replied Shirley. "But it is pretty. Such a lovely shade of blue."

"Why not try it on?" asked the clerk. "You don't have to buy it. I would like to see it on you."

Shirley decided to put on the dress. It was her size and fit very well.

"The dress is pretty," she said. "I do like it on me."

"You should buy it, my dear," urged the clerk. "The sale is only for today. You should not pass up such a good buy."

"How much is the dress?" asked Shirley.

"Just \$15," replied the clerk. "A real bargain. It is marked down from \$25."

"All right, I'll take it," decided Shirley.

She opened her purse and paid for the dress. Larry had just cashed his paycheck the night before. Shirley had her household money for the next two weeks.

Shirley went happily out of the store. She held Tammy in one arm and the dress box under the other.

Then she thought about groceries. Tomorrow was supermarket day. She looked down at Tammy. She saw her worn shoes. Shirley and Larry had talked about getting the shoes out of this paycheck. How would they buy the shoes for Tammy now?

Shirley was no longer happy with her new dress. She knew she had cheated Tammy out of new shoes. The baby needed new shoes. Shirley had not needed a new dress. Larry would be angry.

Shirley knew she had thought only of herself. She should have planned her shopping trip. If she just went to look, she should have just looked.

She should have put the most important things first. Then Tammy would have new shoes.



Discussion Questions

These would be used to discuss and draw conclusions concerning the case situation. I would hope the questions would prompt other discussion of shopping without planning.

1. What makes people buy without thinking ahead?
2. What may happen if a person buys one item without thinking of other's needs?
3. What purchases give the most satisfaction? Those bought according to plan or those bought without planning?
4. How might family harmony be affected by shopping without thinking ahead?

Evaluation

A case study situation, unfinished. The student writes a short ending.

FREE (?) ENCYCLOPEDIAS

Kay Caragher

Lisa graduated from high school in June. She lived in a small town. She got a job as an aide in a hospital there. Her picture was in the local paper with those of the other new aides. Then she began to get calls from many salesmen.

One night, Lisa was just finishing the dishes when her doorbell rang. It was a salesman. He said he was Mr. Dean from the Smith Book Company. He wanted to show her a set of encyclopedias. Lisa was tired but she let him come in.

Mr. Dean showed her a picture of the set of books. He also gave her a copy of one of the books to look at. Then, he began his sales pitch. He told her all the good points of the books. He then told her this was a once-in-a-lifetime offer. He would give her the \$200 set free if his company could use her name and home town in their ads. Lisa didn't have a set of encyclopedias. She thought this was a good offer. She told Mr. Dean she would accept his offer. After she agreed, Mr. Dean told her that she would also have to agree to keep the set up to date. To do this, she would have to purchase the yearbook each year for ten years. This would only cost her \$33.75 a year. Lisa thought this was reasonable. She signed the agreement. Mr. Dean thanked her and left.

Lisa was pleased with her free books. She couldn't wait to get them. The next day, her friend Paula came to visit her. Lisa told her all about her books.

Paula said, "I have a set of encyclopedias. They aren't from the same company. But I only pay \$10.00 for my yearbooks." Lisa was amazed. Paula said, "Get a paper and pencil. Let's figure out how much you'll be paying for the ten yearbooks."

\$33.75	They found she'd be paying \$337.50 in ten years. Paula would
x 10	get ten yearbooks for \$100. They figured some more. If Lisa's
\$337.50	set cost \$200 and the yearbooks were \$10 a piece, the total
	cost for the set and ten yearbooks would be \$300. Lisa was
10	paying \$37.50 more than the books cost by taking this offer.

10	
100	Lisa said to Paula, "I never dreamed I'd be paying so
+200	much. I thought I was getting the set free. I don't want
\$300	them now. They're not worth it. Do I have to take them since
	I signed the agreement?"

\$337.50	
-300.00	Paula said, "No, you don't have to take them. There's a
\$ 37.50	new law in our state. You can break the agreement if you do
	it within <i>three</i> days."

Lisa replied, "Thanks, Paula. Am I glad you came over today! I'll write the company tonight." Lisa thought to herself, "I wish I had figured out how much I'd be paying before I signed the agreement. Then, I wouldn't have to write a letter. Maybe next time I'll think before I sign. I might not be so lucky again if I signed too fast."

ROUND AND ROUND

Billye Griswold

Narrator: Mrs. Howard bought a dress. She took the dress home. She tried it on. She didn't like it and she didn't wear it. She is now trying to return it.

Mrs. Howard: "I want to return this dress." (Hands dress to clerk)

Clerk: "May I have your sales ticket?"

Mrs. Howard: (fumbling in purse) "HMMMMM, I was sure I had it."

Clerk: "I'm sorry, I can't give you credit. You must have your sales slip. Go to the sales manager. His desk is over there." (She points to the right.)

Mrs. Howard: (gathers up dress and returns it to sack) "Thank you!" (walks over to sales manager's desk)

Sales manager: (in a loud voice) "What do you want?"

Mrs. Howard: (a little scared) "The clerk sent me. She said I had to have my sales ticket. I wanted to return this dress. I can't find my sales ticket."

Sales Manager: (removes dress from sack, looks at it carefully) "You have to go to the general manager."

Mrs. Howard: "How do I get to his office?"

Sales Manager: "Up these stairs and to your left."

Narrator: The lady puts the dress carefully back in the sack. She scratches her head. She wonders how she ever got herself into this mess. She walks up the stairs.

General Manager: "Yes, what can I do for you?"

Mrs. Howard: (pulls dress from sack, holds it up) "I want to return this dress. I can't find my sales ticket."

General Manager: (takes dress, looks it over carefully) "Misplaced your sales ticket, huh?" (presses a button on his desk)

Mrs. Howard: "Yes, I did."

The security guard enters hurriedly. "We don't deal kindly with shoplifters, lady."

Mrs. Howard: "I don't understand."

Security Guard: (In a mocking tone) "I'm sure you wouldn't."

General Manager: "You don't have a sales ticket. We think you stole this dress."

Mrs. Howard: (scared and shocked) "I didn't steal this dress."

Security Guard: "Oh, really! You have no proof you bought it."

Narrator: Mrs. Howard gets more scared. She feels like crying. She wonders how she can explain. There is a long pause while the guard glares at her. Then suddenly . . .

Mrs. Howard: "I remember! The clerk's name was Harriett. I didn't find a dress like I wanted. Harriett said to put this one on. She said it looked nice on me. It wasn't what I wanted. She kept saying it was just right for me. (to manager) Those clerks sell you anything. They just want to make a sale. They insist you buy."

Security Guard: (steps back, acts shocked) "Well!"

General Manager: "I'm sorry you feel that way."

Mrs. Howard: (after a few moments) "Wouldn't Harriett's sales book show that I bought this dress?"

General Manager: (looks through notebook) "I'm sorry. Harriett is on vacation. You'll have to come back next week."

Narrator: "Keep your sales tickets. If you want to return something, you won't have to go round and round."

Class discussion following the story might include questions like:

Would you ever go through all the steps as Mrs. Howard did to return something you did not want?

Have you ever returned merchandise?

How did you go about returning your merchandise?

Did you get your money back?

Did the store use delaying actions to try to discourage Mrs. Howard from returning the dress?

Could the manager have found Harriett's sales book if he wanted to?

Was he justified in wanting Harriett to see Mrs. Howard?

Did he do this thinking Mrs. Howard may give up and keep the dress?

Do you think a customer would really be accused of stealing a dress in a situation like this with so little evidence?

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

OLD VALUES AND NEW APPLICATIONS

NEW WAYS TO INDIVIDUALIZE EDUCATION

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FOREWORD

In recent years, as our understanding about psychology and the learner has greatly increased, schools have departmentalized, some have become ungraded, and teachers have begun team teaching. More paraprofessionals are being employed, programmed materials are being used, and various grouping methods are being tried, all in an attempt to allow each student to progress at his individual rate.

We are learning, though, that rate is only one factor involved in individual learning. We are becoming aware that learning is personal. It is unique for each learner. It is many-faceted and is without limit.

The teacher, then, is confronted with a tremendous challenge, that of being able to meet the needs of the individual learner, not only in terms of the rate of his learning, but also in terms of his needs, talents, interests, abilities, and the home background from which he comes. We are finding that goals, content, learning techniques, and evaluation often need to be unique to each learner so the potential of each will gradually begin to reveal itself.

A single issue of the ILLINOIS TEACHER could not begin to explore the possibilities for individualizing instruction. It is our intent in this issue to share with you some new ideas that we think encourage individual growth within the classroom.

We had to choose whether to share a limited number of items in complete form, or share excerpts from several items. We have chosen the latter, hoping that more ideas will stimulate a creative spark within you to develop your own ideas--and in turn share them with us.

Some of the materials we share bear the symbol of PROJECT HELLM, Home Economics Low Literacy Materials. These have been developed for learners who read at the mid-elementary grade level. We have discovered, however, that these materials work with the "literate" as well as the "less literate" learners.

In the article, "Why Individualize Instruction?" we explore the rationale and the "how to" in relation to individualization in the home economics classroom.

We are excited about our new Self-Teaching Kits, and hope by sharing excerpts from several of them you will want to order complete copies to try in your classrooms!

Next, we present two Resource Center ideas. One is a cooperative class project that serves individuals as well as the total class. The other we intend as a colorful and unique source of reliable information to be used in the same way that textbooks are used for "looking things up."

The Project Box, "YOU DECIDE," employs the contract idea, where the student signs an agreement to pursue a project of his own choosing.

And finally, we send you an order blank, encourage you to discover the varied learning opportunities available, and order and try some of our "Innovative Teaching Techniques for Home Economics."

We hope we can help you find new ways to meet the needs of each of your students, because we feel that the most exciting and rewarding experience a teacher can have is to watch each of her students, through their work in the home economics classroom, develop into unique and able individuals.

Carolyn J. Wax
Editor for This Issue

WHY INDIVIDUALIZE INSTRUCTION?

Carolyn J. Wax

In order for me to explore the why's of individualizing instruction, I feel compelled to share some of my philosophy of teaching in general, and of teaching home economics specifically. It seems to me that the goal of teaching--any teaching--is to somehow equip each student with the competencies he needs to proceed toward self-actualization.

SELF-ACTUALIZATION DEFINED

What is self-actualization? Self-actualization is "*acceptance and expression* of the inner core or self . . . and minimal presence of ill health."¹ Arthur Combs describes "adequate or fully functioning or self-actualizing people as possessing the following characteristics:

- A. Accepts self
- B. Identifies with others
- C. Is open to experience and acceptance
- D. Possesses rich and available perceptual field."²

Carolyn is a graduate assistant and the head teacher of the nutrition class for pregnant teenagers taught in the Home Economics Education Division at the University of Illinois



¹*Perceiving, Behaving, Becoming*. Association for Supervision and Curriculum Development Yearbook. 1962. p. 36.

²*Ibid.* p. 51.

Patterson suggests self-actualizing people are:

- A. Self-accepting
- B. Accepting of others
- C. Empathic
- D. Spontaneous
- E. Democratic
- F. Creative
- G. Open to experience.³

Kelley suggests that the fully functioning person must be able to look at himself and "like what he sees, at least well enough for it to be operational." He must also see the "process, the building and becoming nature of himself."⁴

These definitions imply that self-acceptance is a first step to self-actualization. After one has discovered that he likes his "self," then he can begin the process of doing something with that self. When a person feels competent to cope with most situations, then he can be free to develop, to grow as a result of his experiences.

Maslow tells us that self-actualization is dependent upon need gratification. One must have his physical, safety and belongingness needs gratified before it is possible to move on to love, respect and self-esteem. Love, respect and self-esteem needs must be met before one can begin the process of self-actualization or developing one's potentials, capacities or talents. Synthesizing these definitions, one might say that for self-actualization to occur:

1. Basic physical, safety and love needs MUST be gratified.
2. One must accept oneself as being "sufficient" to meet daily demands upon that self satisfactorily.
3. Then one is free and open to experience. Because the self is sufficient it is infrequently threatened. It is free to be, to experience, and to learn from being and experiencing. It is free to relate to others openly and spontaneously. It is free to grow and develop into the full human it is capable of being. When the self is free to be, it can
 - a. relate to others
 - b. be open to experience and acceptance
 - c. develop a rich and available perceptual field as a result of a and b.

³Patterson, C. H. "A Model for Counseling and Other Facilitative Human Relationships. An unpublished paper. University of Illinois.

⁴*Perceiving, Behaving, Becoming*. Association for Supervision and Curriculum Development Yearbook. 1962. p. 10.

When one is self-accepting, he becomes spontaneous, creative, empathic, and accepting of others.

When one is self-accepting, and self-knowing, then he is free to improve upon that self to actualize what he has learned about that self.

SELF-ACTUALIZATION AS THE GOAL OF EDUCATION

"The fullest possible flowering of human potentiality is the business of education."⁵ This statement comes from the book, *Perceiving, Behaving, Becoming*, in which the self-actualized person is described, the self-actualization process is defined, and implications are drawn for educators. One might ask why should self-actualization be a top priority objective for educators? Isn't the purpose of the school to disseminate knowledge? It becomes apparent, as one studies what self-actualization is, that in order for effective learning to take place, the student must have achieved some degree of self-actualization, or be in the process of its occurring. When a person feels threatened or anxious, he must concentrate his energy on protecting his self from the threat, or upon coping with his anxiety. He is not free to learn. He is not open to experience.

When, however, a person is able to see himself as OK, when he has passed the self-knowledge and self-acceptance steps toward self-actualization, he is less easily threatened. He can cope with common problems, fears, and anxieties. He becomes open to experience, free to learn, ready to be creative, and willing to be spontaneous, because he does not have to fear failure. He is able to fail now and then because, basically, he perceives himself as being OK.

Before a teacher can attempt, then, to "disseminate information," he would be wise to help his students to become ready to learn. Unless the teacher sets growth toward self-actualization as an important goal for his students, his attempts to impart knowledge may well be in vain.

SELF-ACTUALIZATION AND THE HOME ECONOMICS TEACHER

Carl Rogers has these things to say about the "tell 'em and test 'em" type teaching:

"What can be 'taught' to another has little or no significant influence on behavior."

"The only learning which significantly influences behavior is self-discovered self-appropriated learning."

"Self-discovered learning cannot be effectively communicated to another."

⁵Ibid. p. 2.

". . . I have come to feel that the outcomes of teaching are either unimportant or hurtful."⁶

If we can agree with Carl Rogers, and are committed to self-actualization as the big goal for teaching, our role as "teacher" takes on new significance. If learning comes from within, if significant learning is self-discovered, then one role a teacher must assume is that of facilitator. The teacher must be a helper, first to help the student to develop to a point where he is ready to learn, then to help him to develop what potential he has discovered within himself. We teachers employ the tools that we have, ourselves, our classroom, teaching techniques, subject matter, resources, to build an environment within which individuals can express their individuality.

Although each person's path is unique, he cannot travel it alone. Self-actualization is dependent upon interrelationships with others. A student needs to feel that his uniqueness is accepted by those who are significant in his environment. Hopefully the home economics teacher is significant to her students. The student needs the teacher's acceptance and support as well as that of peers and family.

SELF-ACTUALIZATION IN THE HOME ECONOMICS CLASSROOM

Because of the uniqueness of the path toward self-actualization, each student should find the subject matter within a given course useful in a unique way to him. The manner in which he applies subject matter may be different from the ways by which his classmates utilize the same information. This is where individualization comes in. "The chief object of individualization is the release of potential in the individual learner . . . potential which is useful both to the learner and to the society in which he lives. By human potential we mean those nascent powers which can be diminished or expanded through educative (and other) processes. Human potential is everything with which the individual is capable of responding."⁷

In the classroom where individual development is valued, the emphasis is on each student as a person, the teacher as a person, and the interaction that takes place between them. In such a classroom the teacher recognizes and responds to the emotional reactions of the students as well as to their academic achievement. Such interaction results in a student who can face the world and accept himself within that world. The relationship between student and teacher facilitates the release of potential for each.

Individualization can occur when the teacher teaches beyond specifications in the curriculum guide. She does not teach a unit as an

⁶Rogers, Carl R. *Freedom To Learn*. Charles E. Merrill Publishing Co. 1970. pp. 152-153.

⁷*Individualizing Instruction*. Association for Supervision and Curriculum Development Yearbook. 1964. p. 13.

end in itself. Rather she shares concepts, ideas, facts, and knowledge, her purpose being to provide a stepping stone to further growth. She encourages and facilitates when her students want to take what they have learned beyond the classroom and apply it, or when they want to extend their knowledge within the classroom. When the teacher recognizes that her students have unique personal values, ideas, perceptions, and needs, she can manage learning experiences to enhance their individuality.

When a student is allowed to grow individually, he will see meaning in his school experiences. He will develop a sense of commitment and purpose when learning has meaning. Individualization will allow him to see individual growth in others. He will become sensitive to the uniqueness of his peers, and begin to appreciate their individuality. And as he pursues knowledge, because his projects and problems have meaning to him, his demand for truth and perfection will increase.

In response to these ideas, some might say, "It all sounds good, but how? How can I possibly meet the needs of 30 students all at the same time? All that theory just isn't practical!"

A HAPPENING IN INDIVIDUALIZED LEARNING

Let's speculate as to how a teacher might individualize her Creative Leisure class. In a unit devoted to color, one student may apply color principles to her room redecoration project. She may plan the colors of the walls, floor coverings, and furnishings in relation to one another and as a means of expressing her personality. She is using home economics content to develop her personal resources (i.e., her ability to decorate), and to express her "self." Another student may use color principles as she plans a bulletin board for an FHA function. She is using color as a means of communication. One student may utilize color principles to plan a spring wardrobe; another to plan decorations for the spring prom. One person may apply color principles as she designs a wall hanging. Another may want to experiment with color, mixing paints and making collages for color effects. Still another student may wish to investigate people's reactions to color. How does color affect a person's feelings? All of these students are in the same home economics class. They are all learning about color; but they are learning about color in an experience *unique* to *them*. These students are not doing the same thing at the same time. The classroom is buzzing with a variety of activities which are planned by individual students. The teacher guides, serves as a resource, and shares. The students discover in the teacher a person who is accepting, encouraging, and helpful. They find it fun to learn and grow in *their* classroom because what they learn has meaning for them. The students, seeing the projects of their classmates, are stimulated and challenged. They share what they are doing, learning to appreciate the uniqueness of their peers, to value the talents of others, and even to help one another. The students grow from experiencing, sharing, and from being accepted by their peers.

How does this learning environment evolve? The teacher is the key. To the extent that she is open, genuine, honest, trusting, creative, flexible, and spontaneous, she can allow her students to be so. To the extent that she can encourage their natural curiosity, they can feel free

to discover how subject matter can be meaningful to them. To the extent that the student can be involved in directing his own learning, she will see learning as meaningful to her. To the extent that she is involved, experiencing, doing, she will learn. *Involved*, however, means meaningful activity, not busywork! It must be meaningful to the student, not just to the teacher.

Let's peek in the door of Mrs. Jones' Foods and Nutrition class. We have heard from the students that Mrs. Jones is a great teacher! The students, when asked why they think so, say:

"She's always got time to listen to us."

"She understands, and we know she understands!"

"She helps us to think for ourselves."

"She doesn't judge."

"She's open to our suggestions. She helps us to find ways to solve our problems."

"We don't have to sit in rows and look at the backs of each other's heads in her class."

"Everybody gets to do something different. It's so interesting. There's so much going on."

"She shares her life and her ideas with us. She doesn't impose. She just shares."

Mrs. Jones' classroom is a hubbub of activity. She sees us at the door and invites us in. When asked what the girls are learning, Mrs. Jones replies that perhaps the best way to explain is to tell us about the first days of the nutrition unit. When the unit was introduced, Mary and June responded spontaneously, "Ugh! Nutrition! What good will that ever do us anyway?" Mrs. Jones agreed that this was indeed a good question. She asked if anyone could think of a way that the class might find out whether nutrition is worthwhile for us to know about. After some discussion, Mary and June excitedly began to do some planning. They would conduct a rat demonstration to see if what we eat really matters.

Joan said, "We don't need to study about nutrition. We see 'Eat the Basic Four' everywhere. If we do that, we're okay." After some teacher guidance and class discussion, Joan and Sue decided to analyze the Basic Four carefully. Is it really a reliable food guide? Will following this guide insure that we obtain the nutrients we need? And if it is not enough, what alternative guide might be better?

As discussion continued, more projects and problems gradually developed. Ann decided to find out if girls get the nutrients they need when they skip breakfast. Sally wanted to find out if teenage girls get enough iron? Amy wondered how much homemakers know about nutrition. In order to carry out their "research," the girls had to learn about nutrition

to prepare themselves. Amy felt the need for some planned sense of direction for her project. She also thought that unless she somehow committed herself to carry out specific tasks in relation to her research, she might tend to waste time, and not complete her project. She and Mrs. Jones worked out a contract type of agreement to provide direction for Amy and commit her to her project. They each defined their individual responsibilities and signed the contract committing themselves to cooperation toward completion of Amy's project. Some of the other girls like Amy's contract idea, and they, too, devised specific work plans in the form of a contract which they jointly signed with Mrs. Jones.

Sandy wondered why so many people were overweight. She decided to find out how many calories people need and how many calories different foods have. She found the calorie Self-Teaching Kit a good place to begin her learning.

Barb and Gail were sure that families on a welfare budget could not afford to eat right. They discovered that with some planning, some knowledge of nutrition, and some skills in food preparation, people could eat adequately on a limited budget. They planned some "money saving" meals which they actually prepared and shared with the class, explaining the nutritional value in relation to the cost.

Molly had read about a high protein, low carbohydrate diet. She thought it sounded good. She decided she would analyze it to see whether the foods recommended would provide all of the needed nutrients.

Sharon asked, "What is protein anyway? I hear the word all the time. Who can tell me what it means?" Mrs. Jones directed Sharon to the protein Self-Teaching Kits to find the answer to her question.

Alice and Chris both said they had seen many articles about nutrition in popular magazines. They decided to collect and evaluate them. As they evaluated, they discovered much misinformation they felt they should share with the class, and with their mothers. With the help of Mrs. Jones and the other class members they began a Nutrition Resource Center where they exhibited nutrition information, pointing out what they believed to be food facts and fallacies. They invited their mothers, and other adults in their community to see their Center, to use it, and to contribute to it.

Janet had seen MDR on many food packages and labels. She wanted to find out what it was. In the process of discovery she found the letters RDA, and investigated what they meant. She decided to compare MDR with RDA, and to share her comparisons with the others by way of the Resource Center. She also decided to write letters to food manufacturers suggesting they put the RDA of foods on their food packages instead of MDR.

Sharon and Cindy were making a game to use with small children to help them learn about vitamins A and C.

Mandy and Judy were pregnant. They wondered if their needs were different from needs of the other girls--and if so, how and why.

There were other projects and games, too. The classroom climate was exciting and challenging. As the girls proceeded they decided it would be fun to share one another's discoveries. So they set aside a class period once a week to report their progress.

How are the girls growing as a result of this classroom experience?

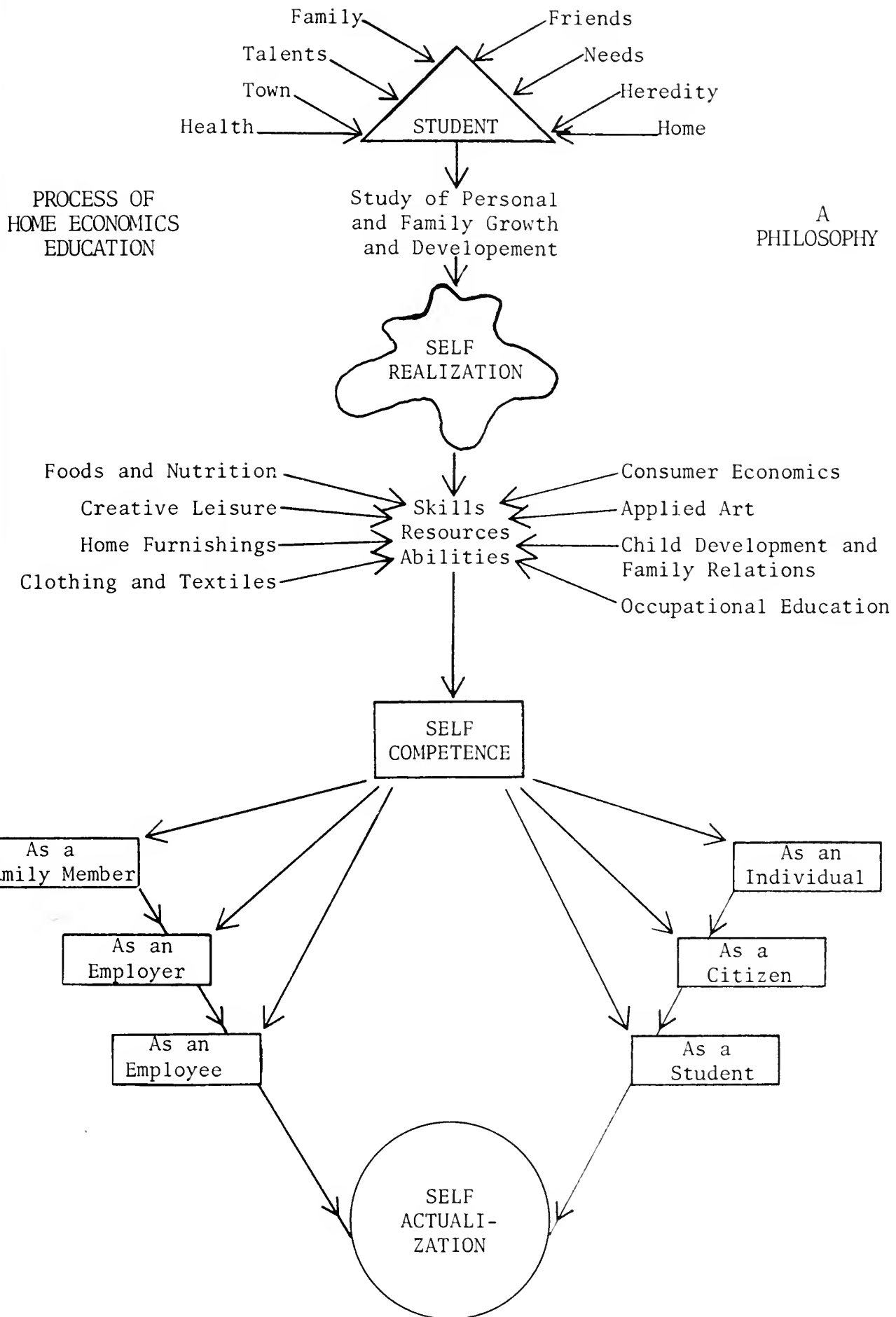
1. They are learning how to learn by becoming aware of problems and probing for solutions.
2. They are learning to be critical and analytical.
3. They are finding meaning in their learning by using information to solve problems that are important to them.
4. They are finding out they are capable by experiencing success.
5. They are sharing with, and relating to, others.
6. They are involved in the learning and process of self-development. They are discovering that it feels good to learn and to grow.
7. With the help of a teacher who cares and with the support of their peers, they are growing, each in her own unique way. They are developing learning skills and are expressing themselves in an environment where each feels good about "being me."

In summary I would like to share the diagram on the following page to illustrate what I believe should be the process of Home Economics Education.

A student enters a home economics class or program bringing with her a unique background. As she learns, with her teacher, about herself and family, through human growth and development, she becomes aware of her individuality and gradually realizes herself that she begins to grow in her own way. Within home economics she finds areas of study that have personal meaning to her. The methods by which she learns and grows evolve from her needs and interests, and because her growth may not be just like that of her class mates, evaluation may also be unique to her.

By way of experiences and study in her home economics classes she develops skills, talents and abilities that increase her competence, that equip her to effectively fulfill the roles she will assume as she moves toward adult life. She is on her way toward self-actualization! And her teacher has found joy and a sense of fulfillment knowing that she has been among those instrumental to her growth process.

The potential for individual growth and development in home economics classes is staggering--and exciting. Do I dare ask? Are your students growing individually? Are they finding themselves in your classroom? And what about you? Are you growing, too?



WAYS TO INDIVIDUALIZE INSTRUCTION

In the previous article, "Why Individualize Instruction," the Self-Teaching Kit, the Resource Center and the Contract were all mentioned. We have selected excerpts from specific examples of each of these ways to individualize instruction to share with you in the pages following.

The Self-Teaching Kit is a packet of materials that focuses on a single concept, or a number of related concepts. It can be used by an individual learner either to meet a personal need or to allow her to explore in depth a concept of interest to her. It can be used by a group of learners, or adapted and used by an entire class. Each Self-Teaching Kit referred to in this issue is complete in itself. A student need not have completed another kit in order to use it, nor does she need proceed to another kit unless she so desires. All are written on elementary reading levels so the slower readers can use them too.

LET PROTEIN WORK FOR YOU^{*}

Carolyn J. Wax

Illustrated by
Ann Forrestal Rund

A nutrient is something our bodies need to grow and to be healthy. We get nutrients from the food we eat. There are six kinds of nutrients. They are: vitamins, minerals, fats, water, carbohydrates, and protein.

In this series of Self-Teaching Kits we can learn about protein. We can learn what it does. We can learn where to get it. We can learn how much it costs. We can learn how many calories are in foods that have protein. And we can have fun learning these things!

OBJECTIVES: PART I

Identifies the functions of protein in the body.

- Protein is used to build and repair body tissue.
- Protein is needed to maintain body tissues.
- Protein is needed to resist infection.
- Protein is sometimes used for energy.

- Concludes that people of all ages need protein.
- Concludes that people need other nutrients in addition to protein.
- Explains that other nutrients help the body use protein.
- Concludes that people need to get protein from food everyday.

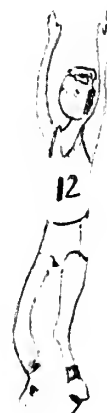
^{*}There are two Protein Self-Teaching Kits available. See the order blank on page 149 for further information.

INSTRUCTIONS: Read each story below. Read the sentences after each story. Circle *yes* if you think the sentence is true. Circle *no* if you think the sentence is false. If you don't know, guess.

Story 1. Tom plays basketball. He is a good ball player. He was practicing in the school yard. Tom fell. He skinned his knee badly. His knee bled.



- | | | |
|-----|----|--|
| YES | NO | 1. Tom needs protein to make new blood because he lost some blood. |
| YES | NO | 2. He needs protein to repair the torn skin on his knee. |
| YES | NO | 3. Tom needs protein to build strong muscles so he can remain a good ball player. |
| YES | NO | 4. Tom is a good ball player. He is already strong. He has healthy muscles. He does not need any more protein for muscles. |



Story 2. Mrs. Jackson has a new baby. She is breast feeding the baby. Mrs. Jackson's body must work to make milk. Milk is good protein food. It is good for Mrs. Jackson's baby. Protein is good for the baby. It is good for Mrs. Jackson too.



- | | | |
|-----|----|--|
| YES | NO | 1. Mrs. Jackson's body needs protein. It must put protein in the baby's milk. |
| YES | NO | 2. Mrs. Jackson needs to eat just enough protein so her body can make milk. She just needs protein for the baby. Her own body does not need protein. |
| YES | NO | 3. Protein will help Mrs. Jackson, too. It may keep her from getting sick. |
| YES | NO | 4. If Mrs. Jackson does not get enough protein she may feel tired. She needs protein for her body. She does not want to be tired. |
| YES | NO | 5. Mrs. Jackson's baby needs protein. He is growing. Nearly every part of his body is made with protein. |

Check your answers for stories 1 and 2 on answer sheet 1.

INSTRUCTIONS: Read each story below. Read the sentences after each story. Circle *yes* if you think the sentence is true. Circle *no* if you think the sentence is false. If you don't know, guess.

Story 3. Linda is three years old. Linda is the same size as she was when she was two. Linda does not run and laugh and play. She does not have very strong muscles. If she had healthy muscles she could run and play. Linda fell and hurt her arm. Her arm is not getting better.



- | | | |
|-----|----|---|
| YES | NO | 1. Protein would help Linda grow. Linda needs protein to grow bigger. |
| YES | NO | 2. Protein would help Linda's arm to get better faster. |
| YES | NO | 3. Linda needs protein to build healthy muscles. Then she could run and play. |
| YES | NO | 4. Linda is just a child. Children do not need protein foods. She does not need protein until she gets older. |

Story 4. Mr. Thomas is 80 years old. He has always been healthy. He is strong. He wants to stay strong and healthy, as long as he can.

- | | | |
|-----|----|--|
| YES | NO | 1. Mr. Thomas does not need to think about what he eats. He has always been strong and healthy. What he eats now won't matter. |
| YES | NO | 2. Mr. Thomas needs protein foods. His muscles need protein to stay strong. |
| YES | NO | 3. Mr. Thomas does not want to get sick. Foods with protein will help him stay well. |
| YES | NO | 4. Mr. Thomas is old. Old people don't need protein any more. Protein is just for active people. Protein is just for people who are growing. |



Check your answers for stories 3 and 4 with those on answer sheet 2.

INSTRUCTIONS: Read each story below. Read the sentences after each story. Circle *yes* if you think the sentence is true. Circle *no* if you think the sentence is false. If you don't know, guess.

Story 5. Mrs. James is too fat. She has decided to lose weight. She read that eating just foods with protein would be a good diet. She is eating just foods with lots of protein. She has been on the diet two weeks. She has lost weight. She gets upset easily. She is tired. She has caught a cold. She feels weak.

- YES

NO

1. Eating foods with lots of protein is a good way to lose weight and stay well.
- YES

NO

2. Foods with protein are not enough. Mrs. James needs other foods too.
- YES

NO

3. Mrs. James' body needs other foods. Other foods would help her body use the protein.
- YES

NO

4. Mrs. James feels sick. Her diet was not good for her.



Story 6. Mike is 16. He is very active. Mike is very healthy. He feels good. Mike has lots of energy. He has a strong body.

- YES

NO

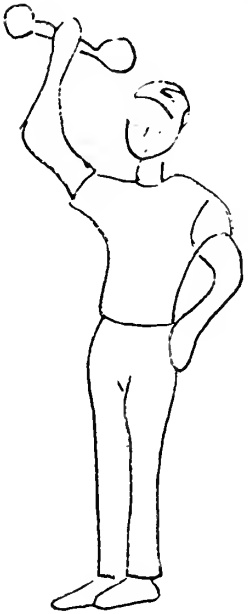
1. Foods with protein probably helped Mike to grow to be strong and healthy.
- YES

NO

2. Mike does not need any more protein. He is already strong. He is already healthy.
- YES

NO

3. Mike needs protein every day. He needs protein so he can stay strong and healthy.



Check your answers for stories 5 and 6 on answer sheet 1.

Have the stories helped you to understand what the body does with protein? Let us see. Read the following sentences. Circle *yes* if the sentence is true. Circle *no* if the sentence is false.

- | | | | |
|-----|----|-----|--|
| YES | NO | 1. | Old people need to eat foods with protein. |
| YES | NO | 2. | Most all of the parts of the body are made from protein. |
| YES | NO | 3. | Children need protein to help their bodies grow. |
| YES | NO | 4. | Most people do not need protein every day. |
| YES | NO | 5. | Protein helps build muscles. |
| YES | NO | 6. | Our bodies need protein. They need other nutrients too. The other nutrients are important. Some of them help our bodies use protein. |
| YES | NO | 7. | Protein helps the body to make blood. |
| YES | NO | 8. | Protein helps the body to repair itself when it is hurt. |
| YES | NO | 9. | Protein helps the body to stay well. |
| YES | NO | 10. | People who are well don't need protein. |
| YES | NO | 11. | Pregnant women need lots of protein. They need protein for their own bodies. They need protein for the baby. The baby needs protein to grow. |
| YES | NO | 12. | Everyone needs protein. Everyone needs protein everyday. |

Check your answers with those on answer sheet 2. Read again the sentences that you missed. Do you know why you missed them? Maybe your teacher could help you.

INSTRUCTIONS: Read the next sentences. Put a (T) on the line if the sentence is *true*. Put a (F) on the line if the sentence is *false*. If you don't know, guess.

- _____ 1. Foods with protein help a football player build strong muscles.
- _____ 2. Foods with protein do not help a baby to grow muscles.
- _____ 3. Joe broke his arm. Foods with protein will help Joe's arm heal faster.
- _____ 4. Mary always has a cold. More protein might help prevent Mary's colds.
- _____ 5. Linda is pregnant. Linda's baby needs protein to grow. Linda should eat foods with protein for her baby.
- _____ 6. Linda's body needs protein too. Linda should eat extra protein. She should eat some for her baby. She should eat some for herself.
- _____ 7. If Linda does not eat enough protein her baby's brain may not grow the way it should.
- _____ 8. If Linda does not eat enough protein her baby's muscles may be very small.
- _____ 9. Linda needs protein so she will stay strong and well.
- _____ 10. Mr. Green is a garbage man. He carries heavy baskets. Mr. Green needs protein. Foods with protein will help Mr. Green have strong muscles.
- _____ 11. Cindy has begun to menstruate. She has a period each month. She loses blood when she has a period. Protein will help her body make new blood.
- _____ 12. Sandy is 14. Her hair is dull and stringy. The ends are split. Protein may help Sandy to have healthy hair. Maybe Sandy needs more foods with protein.
- _____ 13. Tim fell off his bike. He bruised his leg. He cut his arm. Foods with protein will help him get better.
- _____ 14. Old people don't need protein every day. They just need it sometimes.

Check your answers with those on answer sheet 2.

How many did you get right? Read the ones that you missed again. Do you know why you missed them? Where could you find out?

INSTRUCTIONS: Pretend your friend knows you have learned about protein. He wants to know what you learned. He asks you the questions below. Can you answer them? Can you help him learn about protein, too?

Why does the body need protein? Can you give four reasons?

1.

2.

3.

4.

Where does the body get protein?

What people need protein?

Babies?	_____
Children?	_____
Teenagers?	_____
Adults?	_____
Old People?	_____
Pregnant Women?	_____
All People?	_____

How often do people need to eat foods with protein?

Do people need to eat other kinds of foods too?

Can the body use protein if it is the only kind of food it has?

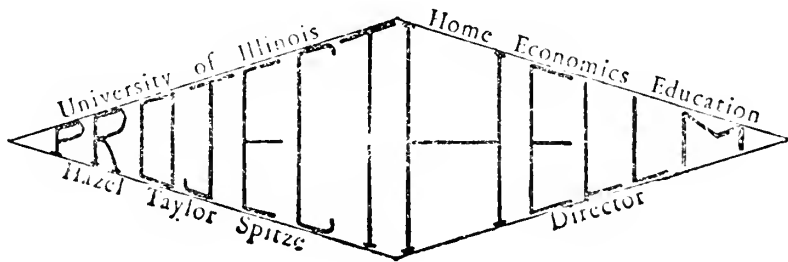
In a complete kit, the answer sheets would follow. They have been omitted here to save space.

CALORIES AND YOU*

A Self-Teaching Kit
Carolyn J. Wax

Do you know someone who "counts his calories"? Do you "count your calories"? What does it mean to count calories? What are calories? Where do we get them? What happens if we get too many calories? What happens if we don't get enough calories? How do we know how many calories is enough?

Let's read and do the problems in the next few pages. They will help answer our questions about calories.



The Calorie Self-Teaching Kit has four parts. Below is the last page of the first part, *Energy Needs*.

F. Let's put together all the reasons why some people need more energy than other people.

We first said that bigger people need more energy than small people. Then we said that if we work or play hard we need more energy than if we sit most of the time.

Look back to letter E. What other things did we learn would make us need more energy?

1. _____
2. _____
3. _____

Did you write growth, pregnancy, and sickness? You are right!

Let's talk about cars and people again.

Where do cars keep their energy? _____

* Complete Kits are available. See page 149 for further information.

What happens when they run out of gas, or energy? _____

When cars run out of energy they can fill up. Cars can fill up until the gas tank is full. Then they can't take any more gas.

People can store energy too. Do you know where? _____

When people run out of energy, they can fill up too. But people are different from cars. They can stuff themselves. They can fill up too much. When they fill up too much, the extra energy turns into fat.

People store energy as body fat. All people need to have some energy stored.

When people run out of energy they can eat. They can fill up. If people don't eat, or if they don't eat enough, their bodies can use body fat for energy.

Part II Calories

- A. A calorie is a way to measure how much energy a food will give us. A calorie is like a ruler. It measures. A ruler measures inches. Scales measure pounds. Calories measure energy.

The more calories a food has the more energy it will give us.

Think about a banana. We can look at it. We can see a banana. We can touch it. We can taste it.

1. Does a banana have food value? _____
2. Can we see the food value? _____
3. Will a banana give us energy? _____
4. Can we see the energy? _____

Yes, the banana has food value, but we can't see it. Yes, it will give us energy, but we can't see energy either. Calories tell us how much energy is there.

- B. Scientists have tested foods. They can tell us how many calories foods give us. Look at the list of foods below. Look at how many calories are in each food. Which food will give us the most energy? Put it in the blank space numbered 1. Which food would come next? Put it in the second blank space. Fill in the blank spaces by putting the foods in order. The last blank space should have the food that will give us the least number of calories. That food will not give us very much energy.

<u>Foods</u>	<u>Calories</u>
1 piece apple pie	375
1 piece chicken	115
1 carrot	20
1 piece frosted cake	370
1 serving green beans	15
1 hamburger pattie	165
1 piece cheese	105
1 piece bread	60
½ cup orange juice	50
1 glass milk	160
1 egg	80
1 pork chop	260

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

Check your answers with answer sheet 3.

- C. Look at the pairs of foods below. Check the one in each pair that gives us the most energy.

	<u>Calories</u>		<u>Calories</u>
1. _____ whole milk	160	4. _____ tossed salad	30
_____ skim milk	80	_____ tossed salad	
		_____ with dressing	90
2. _____ apple	70		
_____ ½ cup sweetened		5. _____ raw peach	35
_____ applesauce	90	_____ canned peach with	
		_____ syrup	100
3. _____ plain roll	115		
_____ sweet roll	135	6. _____ boiled egg	80
		_____ fried egg	100

Check your answers with answer sheet 4.

- D. Look back at the pairs of foods above. Can you answer these questions about those foods? If you don't know the answer, guess.

1. Why does a fried egg have more calories than a boiled egg?
2. Why do canned peaches have more calories than a raw peach?
3. Why does whole milk have more calories than skim milk?

- E. We get energy from fats, starches and sugars, and protein. We get more energy from fats than from the same amount of starches, sugars, or protein.

When we add fat to a food the food will have more energy value. The food will have more calories. A fried egg has fat added when it is fried. It has more calories than an egg cooked without fat.

When we add sugar to a food it will have more energy value. It will have more calories. Canned peaches usually have sugar added when they are canned. They would have more calories than peaches that do not have sugar added.

Whole milk has fat in it. The fat is cream. When skim milk is made most of the cream is taken out of the whole milk. Whole milk has more fat. Whole milk has more calories. Buttermilk is like skim milk. Most of the fat has been taken out.

Can you answer these questions?

1. Why does frosted cake have more calories than plain cake?

-
2. Why does a sweet roll have more calories than a plain roll?
-

Frosted cake and sweet rolls both have sugar added. When we add sugar to something we add calories.

- F. Can you guess which one of the pairs of food below would have more calories? Put a check in front of the food in each pair that has more calories.

- | | |
|--|---|
| 1. <input type="checkbox"/> baked potato, without butter | 4. <input type="checkbox"/> plain cookie |
| <input type="checkbox"/> potato made into french fries | <input type="checkbox"/> iced cookie |
| 2. <input type="checkbox"/> bread | 5. <input type="checkbox"/> plain custard |
| <input type="checkbox"/> buttered bread | <input type="checkbox"/> custard pie |
| 3. <input type="checkbox"/> baked chicken | |
| <input type="checkbox"/> fried chicken | |

Check your answers with answer sheet 5.

Part III helps the student to relate calories and other food values. They learn that some foods are "good buys" because they get many nutrients with their calories. They learn that some foods are "empty calorie" foods. They have calories, but no nutrients with the calories.

Part IV Calorie Needs

Scientists tell us that if we are fairly active we can multiply our body weight times 18. Then we will find out about how many calories we need to get in a day. For example, Sue weighs 125 pounds. That is a good weight for her. She is not overweight. She is not too thin. If Sue multiplies her weight, 125, times 18, she gets 2,250.

$$\begin{array}{r} 125 \\ \times 18 \\ \hline 2,250 \end{array}$$

That means Sue can try eating 2,250 calories from food each day. If she finds that she is gaining weight, she can cut down on her calories. If she loses weight, she can eat foods that will give her more calories.

What about Jane and Sally?

1. Jane is tall. She has a big body frame. She weighs 140 pounds. That is a good weight for her. How many calories can she eat each day and probably stay at 140 pounds?

$$\begin{array}{r} 140 \\ \times 18 \\ \hline \end{array}$$

2. Sally is tiny. She weighs 110 pounds. She is very short. How many calories can Sally eat in a day and stay at 110 pounds?

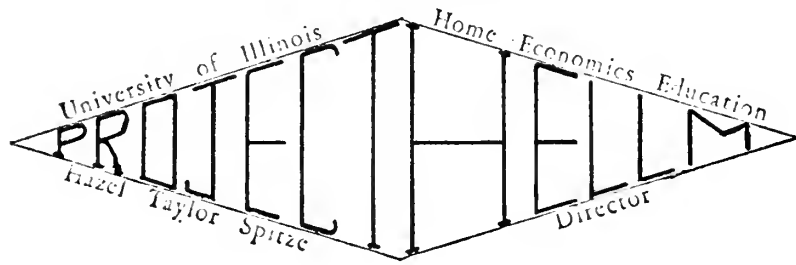
If Jane and Sally eat more calories than they needed each day they would gain weight. If they did not eat as many calories as they need each day, they would lose weight.

If the girls were pregnant, they would need about 200 more calories each day. A pregnant girl needs a little more energy than a girl who is not pregnant. This extra energy is used to grow the baby.

Upon completion of Part IV, the student is able to calculate her own calorie needs. She learns how many calories one must cut to lose one or two pounds a week, and she becomes aware of individual differences in relation to calorie needs.

WE ARE WHAT WE EAT*

A Self-Teaching Kit
Janice Tronc and Judith Oppert



Judith Oppert



Janice Tronc

Judy is a doctoral student and student teaching supervisor in the Home Economics Education Division at the University of Illinois.

Janice is a former graduate assistant in the Home Economics Education Division at the University of Illinois. She was the recipient of the Outstanding Senior Award in Home Economics Education at the University of Illinois in 1970.

* Complete Kits are available. See page 149 for more information.

Information for the Teacher:

The following objectives and learning experiences are developed for this nutrition Self-Teaching Kit which will help the student to discover that "food becomes you" or "we are what we eat." The package could be used in independent classroom study or in such adult education activities as the Expanded Nutrition Program of the Cooperative Extension Service. It is written on a 3rd to 4th grade reading level.

Concepts to be learned

Concept: The elements needed to build and maintain our bodies come from the food we eat.

Sub-concepts:

1. Food is made of nutrients.
2. Nutrients are made of elements.
3. The elements make up or build cells in the body.
4. Cells combine to form muscles, nerves, bones, blood, skin, and other organs.
5. Our bodies are made of bones, muscles, nerves, blood, skin, and other organs.

Behavioral objectives

The student will be able to:

1. Understand that the cells which make up the bones, muscles, blood, nerves, skin, and other organs are made from the elements in food.
2. Discover that the nutrients in food and cells in the body have common elements.
3. Show comprehension of the words cell, nutrients, and element.
4. Draw the conclusion that the food we eat builds and maintains our bodies.
5. Tell others what has been learned from this package.
6. Enjoy working with this learning package so that learning will continue.

This page is for the teacher. The following pages are taken from the Self-Teaching Kit that is given to the student.

The puzzle board looks like this. The Self-Teaching Kit comes with instructions for making the board.



HAMBURGERS AND PEOPLE

Directions: Open the large folded puzzle board. There is a hamburger in the upper left corner. Can you find it?

Inside the hamburger are six colored puzzle pieces. These puzzle pieces can be lifted out and moved about. As you move the puzzle pieces, you will learn something about hamburgers and you.

Can you find the arrows on the puzzle board? The arrows show which way to move the puzzle pieces.

There is also a "Booklet Question Sheet" in this package. Find the "Booklet Question Sheet" and write your name in the correct space. As you read through this booklet you will find lines with numbers above. They look like this: 1. They mean that you should write the correct answer to that question in that space on the "Booklet Question Sheet." Do NOT write in this booklet. You can check your answer by looking at the top of the next page.

Do you know what a hamburger is made of?

Move the puzzle piece from the hamburger to the space below and read what these pieces stand for.

Now do you see what a hamburger is made of? Write the answer on your "Booklet Question Sheet." 1

Do you know that all food is made of the same things in different amounts? Like hamburgers, all food is made of 2

Answers:

1. nutrients

2. nutrients

Hamburger is made of nutrients. All of the food you eat is made of nutrients. There are many different kinds of nutrients. Vitamin A, protein, and iron are names for some of the different nutrients.

Have you been told that the protein in meat builds muscles? It's true. Protein is one of the nutrients in hamburger. There are also other nutrients in hamburger.

These nutrients are shown as puzzle pieces. Move the little parts of the nutrients to the next space on the board and read what they stand for. What nutrients were in the hamburger? 3 (list them)

Do you know what makes one nutrient different from another? What makes the protein in hamburger different from the iron in hamburger? What are nutrients like protein and iron made of? Nutrients are made up of 4

Answers: 3. protein

iron

calcium

thiamin

niacin

riboflavin

4. elements

Nutrients are made of elements. Some of these elements are carbon, hydrogen (say "hi-dro-gen"), oxygen (say "ox-e-gen"), and nitrogen.

Elements come together to form different nutrients. They are the parts that make up the nutrients. These elements are like the sugar, flour, and baking powder that make up a cake. You mix these parts all together in a certain way. The cake looks very different from the parts you started with.

In the same way, elements join together to make up nutrients. These are different kinds of nutrients because of the many elements that are used.

Nutrients are made of elements. Food is made of nutrients. So all food is made of elements.

Do you know what makes one nutrient different from another? If so, write the answer on the Answer Sheet. 5 What makes the protein in hamburger different from the iron in hamburger? 6

What are nutrients like protein and iron made of? 7

Now move the small colored elements to the next space on the board and stick them on. Read what they are now parts of.

Elements make up 8.

Answers: 5. elements 6. elements 7. elements 8. cells

The elements make up or build cells in your body. Your cells grow from many different chemical elements. Some of these elements are carbon, hydrogen, oxygen, and nitrogen.

Your body needs these elements to grow new cells. You need new cells to replace worn out cells. You need new cells to repair cuts and bruises. You need new cells to grow bigger. Mothers need new cells to grow babies.

In a way, cells are like grains of sand. There are different colors of sand. There are different kinds of cells. Some sand is red. Some sand is gray, and some sand is white. These grains of sand can stick together to form blocks of different colors. Some blocks are white. Some are red. Others are gray.

Cells that are alike go together to form each different part of the body. The blood cells go together to form blood, like the red grains of sand go together to form a red block.

Each part of your body is made of a different kind of a cell. Bone cells are different from blood cells. Some groups of cells form skin. Others form muscle or bone or blood.

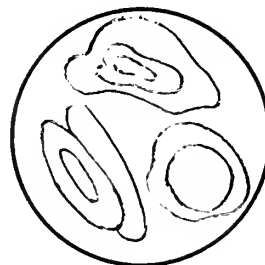
Did you notice a mirror in this learning package? Look at yourself in the mirror. Can you see any cells? No, of course not. They are too small to see. It takes millions of cells to make your body.

Some of the pictures on the next page were taken through a microscope. A microscope is a little like a magnifying glass. It makes very small things look bigger. Then they are easy to see. When we look at a small stone under a magnifying glass, it looks bigger. When we look at it under a microscope, it looks like a very big rock. We can see parts in that small stone that we didn't know were there.

Now let's look at some of the cells from different parts of the body.

A drop of blood may look like this.

But this is how blood looks under a microscope.



The circles you see here are called blood *cells*.

A piece of a bone in a finger may look like this.

But here are the bone *cells* as we see them under a microscope.

The learning package continues with more cell diagrams, then diagrams of body parts made from the cells.

As the student completes the puzzle, he reviews what he has learned with a True-False Quiz, and is challenged to share his new knowledge with a friend.



The *Resource Center* idea serves individual learners as a source of information to solve her individual problems or answer her questions. It, too, can be used by groups as they pursue a problem together. Kathryn McCormick's Conscientious Consumer Resource Center idea is a center set up by the class, each member contributing and using it--a cooperative effort that serves individuals.

Our intention as we developed the *Inside Information* was that it represent a good basis of nutrition information. We think it is colorful and unique, and a welcome change from the textbook.

INSIDE INFORMATION*

Carolyn J. Wax

Inside information is basic nutrition information about several nutrients, including water, fats, carbohydrates, protein, vitamins A, B₁, B₂, niacin, and vitamin C, and minerals, iron, and calcium.

The Inside Information pictured is found on 3 x 5 index cards inside the "Building Blocks of Food." It is color coded to be used with the National Dairy Council's Comparison Cards. For example,



* Complete Kits are available. See page 149 for further information. We are indebted to Professor Esther L. Brown, who teaches nutrition in the Department of Home Economics, University of Illinois, in the preparation of this material.

each iron card has a purple edge (we used magic markers), and each protein card has a red edge, corresponding to the colors on the Comparison Cards. The "blocks" pictured have been made by covering pop-tart boxes with contact paper. They represent the six major categories of nutrients: protein, fats, carbohydrates, minerals, vitamins, and water.

As our staff has worked with the Inside Information, we have discovered many uses for it. For example, we simulated a panel of nutrition "experts," each student being an expert about a particular nutrient. Each "expert" had in front of him the Inside Information cards corresponding to her nutrient. As class members asked questions of the panel members, they could refer to their cards to find the answers.

The Inside Information is also a handy resource for a student to use as a textbook-like reference.

Following is a sampling of the Inside Information. The complete set is printed so that those who wish can cut it out, color code, and paste it on 3 x 5 cards to put in their own Building Blocks or possibly in a recipe file box.

<u>Inside information</u>		Iron card number
What is iron?		1
Why do we need iron?		2
What happens if we do not get enough iron?		3
Who needs iron?		4,5
Where do we get iron?		6,7,8
How much iron do we need each day?		9,10, 11,12

2	The blood in our bodies needs iron.
	Most of the iron in our bodies is in the blood.
	The blood carries oxygen to all parts of our bodies.
	The blood needs iron to help it carry oxygen.
	If our bodies do not get enough iron the blood cannot do its work. Our muscles need iron so they can store oxygen.

1	Iron is a mineral. Our bodies need iron. We get iron from the foods that we eat.
---	--

3	Many things can happen if we do not get enough iron.
	We may get very tired.
	We may get pale.
	We may have a hard time breathing.
	If we do not get enough iron we may get anemia. We would not feel good. We would get very tired. We would feel tired all of the time. We would be pale. Our fingernails may get brittle and break easily. The only way to get well would be to get enough iron. The doctor would have to help us get well.

Girls and women need more iron than boys and men.

Girls lose blood when they menstruate. They need iron to make new blood.

Men and boys need iron too. They need iron so their blood can do its work.

Children need iron. They need iron so their blood can do its work.

The body can get iron from the protein food group. Foods in that group would be:

Meats

Eggs

Dried beans and peas

Peanuts and peanut butter

The body can get iron from "enriched" foods. Enriched foods have food values added. Iron is a food value. It is added to enriched foods.

Pregnant girls need lots of iron. Their babies need iron to make good blood. The only place a baby can get iron is from its mother.

A pregnant woman needs iron for herself and for her baby.

It is hard to get enough iron. We need to plan the foods we eat in order to get all of the iron that we need.

These foods are sometimes enriched:

Rice, noodles

Corn meal, flour

Breads and cereals

If they are, the word "Enriched" will be on the package.

The body can get iron from some fruits and vegetables.
Those fruits and vegetables are:

- Dark green vegetables
- Greens
- Sweet peas
- Green beans
- Prunes, prune juice and apricots

- Prune juice, ½ cup 29%
- Orange juice, ½ cup 1%
- Mustard greens, ½ cup 7%
- Green peas, ½ cup 8%
- Carrot, 1 raw 2%
- Bread, 1 slice 3%
- Cooked oatmeal, ½ cup 4%

Scientists tell us how much of each nutrient we need each day. They tell us a woman needs 18 mg. of iron each day. Eighteen miligrams would be 100 percent. It would be all a woman needs each day. Look at the foods on the next cards. We see what percent, or how much of iron they will give us.

There are other foods that will give us iron. You may want to find out what some of them are. You may want to look at one of the resources below.

National Dairy Council Comparison Cards.

Nutritive Value of Foods. Home and Garden Bulletin No. 72. United States Department of Agriculture.

"Nutritive Values of Common Foods in Percent of RDA." Charts available through Innovative Teaching Techniques--Home Economics. See Illinois Teacher, v. 15, No. 3, January-February 1972 for description and order blank or write Division of Home Economics Education, University of Illinois, Urbana, Illinois.

CONSCIENTIOUS CONSUMER RESOURCE CENTER

Kathryn Ann McCormick



Kathryn is a home economics teacher at Tuscola High School, Tuscola, Illinois. She was a member of the summer Consumer Education Workshop at the University of Illinois, 1971.

This resource center is intended to be a long-term, continually developing project initiated at the beginning of a unit or semester's work in consumer education.

The objectives are:

1. Students, teachers and interested adults cooperate to develop a Consumer Resource Center.
2. Students, teachers and adults develop independent information-gathering skills.

They analyze advertisements, articles from the mass media, labels, commercials, and books to determine the reliability, validity, and completeness of the information for the consumer.

3. Students, teachers and other adults use the Consumer Resource Center:
 - a. as an inspiration to initiate individual or group projects
 - b. as a source of reliable information as they pursue their projects in consumer education.

Generalizations would include:

1. Cooperative projects will encourage positive relationships among the students, teachers and interested adults involved.



2. The development of a resource center by many students for their use and the use of others helps develop pride and a sense of accomplishment for all involved.
3. The development of information-gathering skills aids the continuing education process.
4. A long-term, continually developing project will encourage a variety of specific projects which the individual or group may initiate.

The teacher may introduce consumer problems to her classes by bringing in case situations and news clippings, and by focusing on specific problems relevant to the students through bulletin boards or displays. She may then invite students to share similar materials and problems. She may encourage their search for information and identification of problems by supplying newspapers or magazines from the mass media, or hang tags and labels from garments or clothing. She may further encourage their interest by suggesting they survey some consumer problems of teenagers to guide them in focusing their study on real problems.

As they collect information and problems, the idea of a resource center may be suggested as an efficient way to share their findings.

Following are some suggestions for the center:

1. It may be a continuing project for all home economics classes and anyone else who is interested in the center.
2. It may include a bulletin board for consumer articles, clippings, and noted student problems.

3. It may have an accompanying bulletin board of consumer solutions, copies of letters to companies, agencies and government officials on specific student initiated problems.
4. The students may develop a catalog of addresses of agencies, private and governmental, community resources, and resource individuals who could help consumers.
5. When the center is well developed the students may publicize their projects and invite other students to use the resources.
6. Students may write articles for the local paper and share copies of the articles through the Resource Center.
7. Students may do some testing of their own products, and share their results via the Center. They may then develop some publications to add to the Center and possibly to distribute to other students.
8. Students may extend their Resource Center by creating a display for a school display case.
9. They may publicize any new additions to the Center to promote the use of the materials.

"YOU DECIDE"

A Student-Teacher Contract for Consumer Education

The Contract is a student initiated agreement between student and teacher of the intentions of each to cooperate to complete a given project. In the example we are sharing, the student has the option of choosing a project of interest to her from an extensive list of alternatives. A student might prefer to pursue a project of her own creation, however. The contract idea may be adapted to her situation.

The Contract need not be limited to an individual, but may be a group agreement, expanded to specify tasks to be done by each group member. Here individuals make unique contributions. It is, then, a cooperative endeavor, allowing students to be sensitive to the uniqueness of individual contributions.



The Idea for This Means of
Individualizing Instruction Was
Contributed by

Mrs. Edythe Morray
East St. Louis Senior High School
East St. Louis, Illinois

"You Decide" is a colorfully decorated box full of project ideas for students in consumer education to pursue. The box contains a letter to the student, a list of projects, an illustrated sheet with instructions for each of the projects on the list (numbered to correspond with the numbers on the list), and copies of the *Contract* form. Following is a copy of the letter to the student, a list of possible projects, and a sample *Contract* form. We hope they will help you get a project box started in whatever subject matter area you are teaching.

Dear Student:

As consumers, we are all deciding things all of the time.

Four-year old Johnny has 10¢. He must decide whether he wants a candy bar (and if so, which one), a 10¢ comic book, or whether he wants to save his 10¢.

Seventeen-year old Joe is working part time so that he can buy a used car. He is discovering that there are many things he must consider before he decides which car to buy.

Joe's mom, Mrs. Day, needs a washing machine. She must decide what features she needs and find a model that she can afford.

One goal of consumer education is to help people to be able to make wise decisions. That is, decisions with lasting satisfaction *for them*, about what to buy.

In order for Johnny to decide what candy bar to buy, he may ask some questions: "What is in that candy bar? What does it taste like? Does it cost a nickel or a dime? How much candy can I get for a dime?"

Joe has to find out certain information to help him buy his used car. "How many miles does it have on it? How much gas does it use? Is it rusty anywhere? Has the previous owner had any trouble with it? What major repairs has it had?"

And Mrs. Day must gather information about various models of washing machines to help her make her decision.

Another goal of consumer education is to help people in their search for information to know:

1. What kinds of information they need to gather.
2. Where they can get information.
3. How they can judge the reliability of the information.

The "You Decide" Project Box is a way to help people to learn how and where to find reliable information, and how to use that information to make wise consumer decisions.

You may read through the list of projects inside the "You Decide" box. If you find one that interests you, find the project sheet in the box with the number corresponding with the number on the list. On it you will find more details and instruction about that project. If you decide to complete that project, find a *Contract* form in the "You Decide" box and fill it out.

If you prefer, you may "think up" your own project, one that is not on the list. That is okay. Consult with me so we can adapt the Contract to suit you.

Whatever project you pursue, I am glad to help you as you need me. Happy learning!

Your teacher,

(signed)

Consumer Education Projects for

"You Decide"

- No. 1. Choose clothes for the new baby. Cost?
- No. 2. How do I spend my \$. Make out a budget. Keep it for 10 days.
- No. 3. Plan to buy a new set of drums.
- No. 4. "A Date." Who? What? When? Where? Cost?
- No. 5. Labels and seals. What do they mean to the consumer?
- No. 6. Shop in three stores and compare prices on a new hair dryer. Decide which you would buy. Why?
- No. 7. Shop for a new shirt. Compare quality--cost.
- No. 8. Plan your dream room. Compare quality. Compare prices.
- No. 9. What does Social Security do for us?
- No. 10. It's Christmas time. Go on a shopping spree.
- No. 11. Sew a new outfit for your little sister. Choose the materials needed. Tell us about the cost. Compare with a similar ready-made garment in cost.
- No. 12. Decide on and plan for us a lesson on *Drug Abuse*.
- No. 13. Invite a car dealer or salesman to talk to our class about "financing a car."
- No. 14. Go shopping for something you would like to buy. You Decide. Tell us about it.
- No. 15. Plan a lesson about expenses related to a new baby. Invite someone from the hospital to talk to our class about expectant mothers and fathers.
- No. 16. Your mother will be in the hospital a week when the new baby arrives. You will help. Plan 7 low cost meals for the family. Plan menus and cost for *your family*.
- No. 17. Are citrus fruits an expensive or inexpensive way to get vitamin C? (Use the library.) Report to the class.
- No. 18. I will find a way. Create a job for yourself.
- No. 19. Write six *consumer education* letters. Ask about products. (See me for already stamped envelopes.) Read replies to class.

- No. 20. Make a consumer education scrapbook! We want to be informed. DISPLAY.
- No. 21. Read the attached bulletin on additives. Collect and bring to class 15 labels from cans, packages or ? You Decide. Report your findings.
- No. 22. Scavenger Hunt. Have one for man-made fibers in materials or clothing. Label them. Compare costs. Display for the class.
- No. 23. Choose and shop for a food product. Go to four different stores. Compare brands, prices, etc. Report to the class.
- No. 24. Have a make-believe "Rummage Sale" in class. After the rummage, evaluate prices and merchandise. Involve whole class. (Use catalogues if necessary to compare.)
- No. 25. Collect *labels* from clothing. A label tells us something. Do the labels tell us *all* we would like to know? Make a bulletin board display for us.
- No. 26. You need glasses. What is the difference between an
- a. optician.
 - b. optometrist.
 - c. physician and surgeon (M.D.).
- You Decide! Which would you choose for an eye examination? Tell the class.
- No. 27. Prepare a Consumer Question Box. ????? Have an answer day. (Consult time for day.) Plan it. You Decide!
- No. 28. Purchase a *mini-bike*. Go shopping. Investigate three brand names. Which will you buy? Why? Show us on the bulletin board. You Decide!
- No. 29. School Holiday Vacation. You will be dining out. Choose from these three menus a low-budget day's meals. Breakfast, Lunch, and Dinner. Do you have basic four food requirements for the day? Rate your diet? Cost?

"YOU DECIDE"

It's Your Decision!

NAME _____

CLASS _____

THE PROJECT I CHOSE IS NUMBER _____

I PLAN TO DO THE FOLLOWING TO COMPLETE MY PROJECT: (use extra pages if needed)

A WAY TO EVALUATE MY PROJECT MIGHT BE:

SOME WAYS THE TEACHER MIGHT HELP ME ARE:

I PLAN TO COMPLETE MY PROJECT BY _____.

UPON COMPLETION OF MY PROJECT, I WILL WRITE A PARAGRAPH EXPLAINING WHAT I DID AND DID NOT LIKE ABOUT "YOU DECIDE."

Signed _____ STUDENT

_____ TEACHER

_____ DATE

INNOVATIVE TEACHING TECHNIQUES--HOME ECONOMICS

Division of Home Economics Education
University of Illinois

Like other educators today, we at the University of Illinois are dedicated to improving our public schools for children, youth, and adults, to making teaching more relevant, more effective, more enjoyable. Many people are criticizing our schools, some even suggesting that we abolish schools, and we know that some of the criticisms are just. We know that students are often bored, and sometimes teachers are bored, too. We know that bored students do not learn as well and that they often counter their boredom with disruptiveness. We know that there are many reasons for these things, and we believe that teaching techniques and materials are among them.

We are trying to help home economics teachers, of youth and adults, to improve their teaching effectiveness in *two* ways. First, in *PROJECT HELLM* (Home Economics Low Literacy Materials) we are collecting and producing reading materials for youth and adults who read at lower elementary levels. We think that the 20-25 million Americans in high school or beyond, who read below eighth grade levels, deserve materials at adult interest levels which are within their reading capability. We have seen adults smile at their own reading success when given one of these fourth-grade level books written for adults, and we have seen their self-confidence rise. We have seen high school students who are unable to read the assigned text turn away in frustration and surly silence. They could have understood the concepts in the assignment if only they had been stated in simpler, more interesting, more personal language. We want to help these students.

We have shared some of our efforts in the *ILLINOIS TEACHER*, and others are now available for purchase. In Volume XV, No. 2, of our *ILLINOIS TEACHER*, we shared an extensive, annotated bibliography of home economics materials, mostly consumer education, prepared by Gail VanderJagt, Graduate Assistant. In securing these materials on elementary reading levels, she wrote over five hundred letters to publishers, libraries, departments of education, extension services, private companies, and the like throughout the country. She read each one and tested it for reading level before writing the annotation, and we believe teachers will find the result helpful in their work with slow readers.

Secondly, we are trying to develop new techniques which make teaching and learning more exciting, more effective, and more fun. We are trying to help teachers individualize instruction so that students can do different things, proceed at their own pace, specialize and share. Some of our results are games, some are materials from which students can discover needed information, and some are self-teaching kits which can be used in a variety of ways.

In all of these materials, we have kept the slow reader in mind so that he may use them, too. We think that more able students need not be insulted since the concepts are the same as would be found in more

sophisticated materials. After all, college graduates don't seem to require that the daily newspaper be written on 16th grade level in order to enjoy it!

Following are brief descriptions and an order blank for those materials now available. We'll be glad to provide additional order blanks and descriptions of future materials.

INNOVATIVE TEACHING TECHNIQUES--HOME ECONOMICS

- A. Home Economics Low Literacy Materials (Project HELLM) Booklets listed are 3-5 grade reading level, 6x9 inches with stiff cover.

A1. *Get Lost, Extra Pounds!* Cynthia Theiss

This 15-page booklet, illustrated with drawings by Ann Rund, is a story of two women who needed to lose weight. They learn that starvation is not the way and that they can eat a balanced diet, remain healthy, and still lose ten pounds in ten weeks.

A2. *Practice What You Preach!* Cynthia Theiss

In this 8-page booklet, a mother who is very concerned about her children's eating habits and very careless about her own, finds that she is too tired to go to the Little League game her son stars in. Mark observes that she is not eating the way she tells him to eat and advises her to practice what she preaches. After she heeds his advice, she feels better and is able to be in the cheering section in later Little League games. Illustrated by Ann Rund.

A3. *The Program Assistant on the Job.* Peggy H. Haney and Cynthia Theiss

This booklet, in 12 chapters and 47 pages, describes one possible way to prepare para-professionals for work in the Expanded Food and Nutrition Program of the Cooperative Extension Service and some possible experiences she might have on the job. It also teaches some principles of nutrition. Nutrition content and teaching techniques are both applicable in other situations as well; for example, high school or adult classes. Nutrition content is approached from the standpoint of problems, such as weight control or anemia, and individual nutrients are discussed rather than the Basic Four Food Groups which some nutritionists are suggesting has been used so much as to lose its effectiveness. Illustrated by Ann Rund.

B. Self-Teaching Kits

(These can be used by a single student in independent study or by a group, with or without a teacher.)

B1. *We Are What We Eat, or Your Hamburger Becomes You.* Janice Tronc and Judy Oppert

This kit contains instructions for making a board with manipulable pieces which shows how a hamburger contains nutrients, which contain elements, which make up body cells, which constitute "body parts," which make the human body. A photograph of the completed board is included.

The kit also contains instructions for the student in manipulating the board to discover the "message" that our bodies are made from the foods we eat. In pages, the student is told how to move the pieces and what to read on the board. He is asked questions and directed to Answer Keys to see if he is right.

B2. Calories and You. *Carolyn J. Wax*

The analogies, explanations, question and problems presented in the Kit lead the student to discover the body's need for energy, the individual differences in relation to energy needs, what calories are and where they come from, other food values in relation to calories and specific calorie needs. The student would need a set of comparison cards, not included with the Kit.*

B3. How to Use the Comparison Cards. *Janice Trone*

This Kit explains, in step-by-step procedure and very simple language, how to use the Comparison Cards of the National Dairy Council (a set of 50 cards, each representing a food, showing with colored bar graphs the amount of calories and eight different nutrients contained in a single serving). The instructions to the student lead him to discover some nutrition information from the cards as he learns how to use them for further study. The student would need a set of Comparison Cards, not included with the Kit.*

B4. Let Protein Work For You. *Carolyn J. Wax*

The first part of this Kit uses case situations and related questions to illustrate how protein works for the body. In part two, the student classifies foods that are good protein sources into food groups and discovers what kinds of foods provide protein.

B5. Shopping for Protein--Calorie-wise and \$-wise.

In part one of this Kit the student classifies foods as poor, good, or very good sources of protein, and discovers, in problems that follow, which foods are high in protein and low in cost and calories.

In part four, the student makes food plans that are economical and that will provide him with 100% of his daily protein need.

The student would need a set of Comparison Cards, not included with the Kit.*

* Comparison Cards may be obtained from National Dairy Council, 111 North Canal Street, Chicago, Illinois. Approximately \$2.

B6. "A Pattern for a Balanced Diet" (a puzzle)

This Kit contains instructions for making a jig-saw type puzzle with 72 pieces, in five shapes, each representing a food. To work the puzzle, a student selects any 14 pieces that will fit the 10 x 12" board which has a message at the top, "Give us this day . . ." and at the bottom, ". . . and we'll have a balanced diet." The student times himself to see how long it takes to get a "fit" on the board, then writes down the foods that made it work, on the sheet provided, and without using any of the same pieces, works it again. After repeating this procedure four times, he discovers that the only pieces he has left are all of one shape which never seemed to fit; they represent the empty calorie foods which don't help "balance" a diet. Then the foods on the sheet are categorized by type and totaled. The student discovers that every time the puzzle "worked," there was a pattern of four pieces representing milk, cheese, ice cream, etc.; four pieces of a different shape representing bread or cereal; four of another shape representing fruits and vegetables; and two of a fourth shape representing protein foods like meat, eggs, peanut butter, beans, etc. They are able, by the shape of the pieces, to see which foods can substitute for which other foods in the diet.

There is no mention of the "Basic Four" although this is the pattern they discover. Neither is there any mention of meals.

An accompanying leaflet provides questions for the student to answer and suggests that other foods may be added to this "balanced" diet to provide the needed calories and suit individual tastes.

C. Games and Simulations

(Most of our games and simulations are still in process but some should be available soon. The one below is ready for distribution and tryout.)

C1. "Nutrition Insurance" *Judith Oppert*

A set of "insurance policies" which may be used in a variety of ways. For example, some students may represent insurance agents and try to "sell" their policy to other students. Each competes with the other as they try to make theirs sound best. Each student "customer" could be given a set amount of calories with which to "buy" his choice of policies. "Premiums" consist of food choices which provide the needed nutrients to insure against the disorder. One of the learnings students discover as they contemplate the various premiums is that some foods pay the premium for several policies.

Policies include: Goiter Insurance, Nervousness Insurance, Diseased Bones and Teeth Insurance, Iron-Deficiency Anemia Insurance, Cell Separation Insurance, Overweight Insurance, Underweight Insurance, and Wearing Out Insurance.

An accompanying leaflet suggests some possible uses.

D. Reference Materials

(The materials below are designed to use with "discovery" techniques of instruction and are suitable for slow as well as fast learners.)

D1. "Inside Information" *Carolyn J. Wax*

"Inside Information" is basic nutrition information about 11 nutrients that answer such questions as (in the case of calcium): What is calcium? Why do we need calcium? What happens if you do not get enough calcium? and Who needs calcium? The information is printed so that it can be cut out and pasted on 3 x 5 cards to be filed, or to be put in the "Building Blocks of Food." (See *ILLINOIS TEACHER*, Vol. XV, No. 3, Inside Information)

Very simple language is used throughout. Color keying with Comparison Cards is suggested. An accompanying leaflet suggests some possible ways to use the "Inside Information" in teaching.

D2. Bibliography of Low Reading Level Materials in Consumer Education
Gail VanderJagt

This is an extensive, annotated bibliography of materials available at elementary reading levels.

D3. "Nutritive Values of Common Foods in Percent of RDA" (The "Percent" Charts) Computations were made by Gail VanderJagt.

Over 175 foods have been taken from the USDA Home and Garden Bulletin No. 72, and translated into percent of RDA for calories and 8 nutrients, using as the 100% reference the woman 22-35. The foods are grouped as follows and alphabetized within groups: Milk and Milk Products; Meats and Eggs; Vegetables; Fruits; Cereals; Breads, cakes, and Pies; Other Sweets; Fats and Oils; and Miscellaneous. The charts may be utilized in many games, simulations, learning quizzes, self-teaching kits, etc.

An accompanying leaflet suggests some possibilities.

D4. "Approximate Nutritive Values of Common Foods" (the "X" charts) Computations were made by Gail VanderJagt.

These charts are the same as above, except that instead of numbers showing exact percents, values are shown with X's, each of which represents approximately ten percent. Younger children and slower learners might more easily add ten X's to reach the optimum 100% than they could add actual figures. Some accuracy is lost in the rounding, of course. Nevertheless, anyone can see at a glance that the more X's they see opposite a food, the more nutritive value it has.

An accompanying leaflet suggests some possible uses.

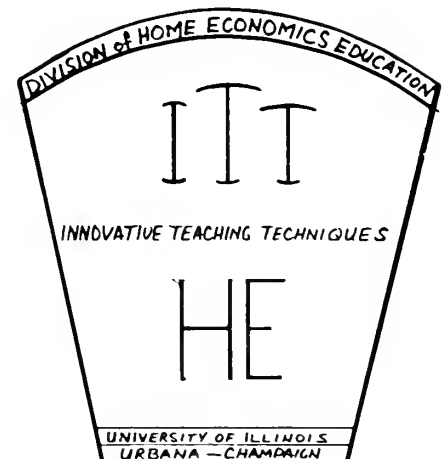
ORDER BLANK

INNOVATIVE TEACHING TECHNIQUES--HOME ECONOMICS

Items listed below may be obtained for \$1 each. Quantity prices are available on request. Indicate how many of each item you wish to order in the blank provided. Send order with remittance (payable to University of Illinois) to:

ILLINOIS TEACHER
342 Education Building
University of Illinois
Urbana, Illinois 61801

	NO.	COST
A. Low Literacy Booklets		
A1. Get Lost, Extra Pounds!	_____	_____
A2. Practice What You Preach	_____	_____
A3. The Program Assistant on the Job	_____	_____
B. Self-Teaching Kits		
B1. We Are What We Eat	_____	_____
B2. Calories and You	_____	_____
B3. How to Use the Comparison Cards	_____	_____
B4. Let Protein Work For You	_____	_____
B5. Shopping for Protein	_____	_____
B6. A Pattern for a Balanced Diet	_____	_____
C. Games and Simulations		
C1. Nutrition Insurance	_____	_____
D. Reference Material		
D1. Inside Information	_____	_____
D2. Bibliography of Low Reading Level Materials in Consumer Education	_____	_____
D3. Nutritive Values of Common Foods in Percent of RDA	_____	_____
D4. Approximate Nutritive Value of Common Foods	_____	_____



TOTAL AMOUNT ENCLOSED _____

NAME _____

ADDRESS _____

_____ Zip

???

What are You
and
Your Students
Doing ???

ILLINOIS TEACHER would like to hear from you!

Young people today are often more concerned than their elders about problems of environmental quality. They are concerned about air pollution, water pollution, noise pollution. They want to preserve natural beauty, reduce solid waste, and avoid overpopulation.

What are they saying in *your* classes? What activities have they engaged in regarding these matters? In consumer education, do you consider the consumer's responsibility in environmental quality? In clothing classes do you sometimes recycle and avoid "throwing the old away and making new." In family living, do you consider family size in relation to world populations as well as the desires of potential parents? Do students learn about how to buy *used* appliances and furniture, and how to maintain them for longer life? Has your FHA planted any trees, collected cans and bottles, or held any sales to recycle discarded materials? Etc., etc., etc.

Please describe briefly one or some activities in your school and let us consider them for a future issue of *ILLINOIS TEACHER* in which we take a hard look at these and other questions related to environmental quality.

Use the space below (and reverse if we have a blank on back) and add pages as needed. Mail to:

ILLINOIS TEACHER
342 Education Building
University of Illinois
Urbana, Illinois 61801

Many thanks!

The Editors

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

OLD VALUES AND NEW APPLICATIONS

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FOREWORD

One of my colleagues in the Division of Home Economics Education has what she describes as a "will to share." It is contagious. Now, whenever anybody develops some stimulating idea or comes upon a new book, journal or whatever, she is anxious to share it with others.

I now want to share with you the names of some publications and encourage you to read them. I found them stimulating, exciting, and helpful; perhaps you will too.

Career Education, U.S. Department of Health, Education and Welfare. Publication No. (OE) 72-39, U.S. Government Printing Office, Washington, D.C. 20402. 20 cents.

Emphasizes the potential of career education as a response to the need for educational reform.

American Education, U.S. Department of Health, Education and Welfare. U.S. Government Printing Office, Washington, D.C. 20402. Published 10 times a year. The subscription rate is \$4.50.

It provides information about innovative educational programs throughout the nation.

Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment, American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, D.C. 20036. \$5.00.

This report includes career ladders based on knowledges and skills in one or more areas of home economics. Selected ladders are reproduced in this issue of the *Illinois Teacher*.

We are also sharing some of the material prepared by participants in last summer's Occupational Education Workshop, and an article written by the Workshop Director, Miss Edna E. Page, University of Arizona. The participants became very excited about job and task analyses and the usefulness of this data for curriculum development. You may want to do something similar over the summer.

Please help us with the next volume by completing the "More Help Needed" page.

Mildred B. Griggs
Editor for This Issue

SELF-ACTUALIZATION THROUGH VOCATIONAL EDUCATION

Mildred B. Griggs

"The disease of our age is lack of purpose, lack of meaning, lack of commitment on the part of individuals," stated Carl Rogers [1]. Can vocational education with its emphasis on preparation for employment help to fill this void? If so, what deliberate action can a teacher take that will help to facilitate this process?

The amount of energy one has to work is related to one's interest in the work. Jersild studied the process that one involves himself in search for meaning and consequently, a search for self. He stressed that "where there is meaning, there is involvement. When something has meaning, one is committed to it" [2].

One is likely to be most successful in such a commitment when he is functioning as an integrated, whole, unified, self-actualized individual. In *Illinois Teacher*, Vol. XV, No. 3, Carolyn Wax described the process of becoming "self-actualized." In brief, a self-actualized person is one who has had enough of his basic needs (physiological, safety, love, self-esteem) satisfied that he can feel positive about himself and others. His experiences have helped him to develop feelings of self-confidence, worth, strength, capability, usefulness to society or some portion of it that is significant to him.

One may quickly recognize that these are characteristic of students whom we often describe as "mature." Some reach this stage with a minimum amount of effort on the part of the teacher, others tend to get lost along the way in the process of trying to reach this stage. These students are pleading to be heard.

Motivation to learn depends on the student's ability to identify with the desired learning outcomes. Vocational education programs have as their objectives the acquisition of skills, knowledges and attitudes which are specific to an occupational field. If the student views this occupational field as an acceptable one, then he has some motivation for investing his time and energy to learn the competencies needed to be successful in this career.

Vocational educators often make a questionable assumption when requiring that students state career objectives before entering a program. They assume that students are always prepared to make definite choices. Often this is not the case. Young people have not always had enough experiences to make a decision that is appropriate in terms of their own long-term satisfaction.

What Role Can the Teacher Play?

The way one feels about himself can also be enhanced by the amount of positive reinforcement that he derives from school and work. The following questions may be useful in helping vocational teachers to

identify additional steps that can be taken to help students achieve self-actualization:

1. How do you feel about your students as fellow human beings?
2. How do your students think you feel about them?
3. Do you give praise when praise is due? Do you ever praise when it is not due?
4. Do you put forth an effort to know your students individually to best understand their needs?
5. Do you inform students of places to seek additional education (e.g., community colleges, industry-sponsored training programs, adult education classes)?
6. Are your students aware of their employment potential?
7. Do you encourage students to seek levels of employment that are realistic to their abilities?
8. Do their skills qualify them for more than one kind of employment?
9. Do you give students the impression that the reputation of your program is more important than they are?
10. Do you encourage students to continue to prepare themselves for advancement in their work?
11. Do your students get the impression that they are in your program because they could not compete anywhere else?
12. Do students derive satisfaction from their work? If not, are they encouraged to seek an area that is satisfying?
13. Do students have the opportunity to explore the world of work in order to make vocational decisions?
14. Is the program structured so that students can alter career plans if they desire to do so?

Neediest Often Overlooked

In any teaching situation, the individual students are more important than the content or the reputation of the program. It is a serious situation when teachers feel a need to screen students closely and weed out students whose needs are so great that they may make the program look bad. Often students who are likely to benefit most from vocational education programs are denied it because of low grade averages or previous behavior problems. What kind of future are we dooming students for if we deny them the relevance and potential of vocational programs?

Can We Encourage Vocational Commitment?

Hershenson [3] has identified commitment as the final stage of vocational development. If this is the final stage, then what experiences help students to reach this level?

One can conceive of the vocational development process as a series of interrelated decisions, some concerning the level of employment which is realistic to one's ability, others concerning the vocational area that promises maximum potential for personal satisfaction and fulfillment.

Klaurens [4] emphasized that "career (vocational) development is a complex process of discovering one's self, finding out what one can do and what one likes, and at the same time, finding the occupation and work situation which are acceptable in relation to one's own expectations and values." It is "facilitated by giving students experiences in which they find their own interests and needs and discover how these are fulfilled in occupations."

Task Analysis and Career Ladders

Knowledge of the tasks involved in certain careers and the potential for growth in career areas provides students with a basis on which to make vocational decisions.

A task analysis [5] is a means of identifying competencies essential for employment. It is possible to identify these competencies by directly observing the activities performed by employees in various occupations. An instructor in a child care aide program can observe entry level employees in child care centers to determine the competencies needed by these employees. These competencies (the knowledges, skills and attitudes) necessary to perform the tasks of the employee can then be incorporated into the curriculum.

Teachers will find that some occupations require similar competencies. "A 'cluster of occupations' is composed of recognized occupations which are logically related because they include identical or similar teachable skills and knowledge requirements for employability. For example, there is some commonality in the knowledge and skills needed by an alterationist, an employee in a fabric store and a seamstress aide. The implication is that occupational education centered upon the knowledge and skills common to the occupations comprising the 'cluster' should prepare students for entry into an 'area' or 'family' of occupations rather than a specific one" [6].

Evans [7] defined a career ladder as a succession of jobs available to an individual worker with each job in succession offering increased responsibility and pay and more desirable working conditions. The successive steps in a career ladder are usually related according to job content, tasks, skills and/or knowledge, with lower steps being prerequisites to advancement to higher steps.

Vertical career mobility is implied via career ladders; however, there may also be implications for lateral mobility to a related occupation. Education and experience are the usual means of progressing upwards on the ladder.

Would you describe your vocational program as one designed to train or to educate students? If it is a training program, then it is likely

that your major concern is teaching necessary technical skills. If it is designed to educate, then the major concern is the quality of human life. The major objective is preparation for living, with one's self, others and a career.

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BUILDING QUALITY INTO OCCUPATIONAL HOME ECONOMICS PROGRAMS



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Recollections of the year 1964 bring to mind many home economists who were very concerned about the part of the 1963 Vocational Act which provided for preparing persons for gainful employment in home economics occupations. Although education for gainful employment was clearly recognized as a need by some home economists, the avenues for incorporating occupational home economics programs were not clear. To the majority of home economists in education, the idea of fitting persons for gainful employment at less than a "professional" level was a new dimension of the home economics program. From 1965 to the present, the evidence of hard work and dedication has been seen as gainful employment programs have been initiated or further developed in every state. Many young people have acquired jobs as paraprofessionals in the areas of child care, food service, home management, housing, clothing, textiles and related services, home furnishings and equipment as a result of training received in occupational home economics classes. Some have used occupational home economics training in the process of moving to professional roles in home economics.

These few years of experience have been beneficial in teaching the procedures for establishing programs. Although there are many evidences of continued need for establishing and developing occupational home economics programs, perhaps the crucial focus in occupational home economics programs at the present time is that of quality--how to build quality into new programs and improve the quality of existing programs. Some concerns, such as citizens advisory councils, feasibility studies, public relations and teacher preparation are factors that need to be evaluated to provide the desired quality.

The comments and suggestions related to these concerns in this article are based on observation of occupational home economics programs and discussions with teachers involved in occupational home economics

programs, prospective teachers of occupational home economics programs and teacher educators in administrative and teaching positions.

Citizens Advisory Councils

A citizens advisory council is not a "nice to have" segment of occupational home economics programs but a "must have" for a sound and effective program. Occupational home economics programs are based on cooperation between community and education. Such cooperation is a necessity.

Suggestions for establishing an advisory committee include:

1. Use available resource material related to advisory committee formation and operation.¹
2. Consult with persons in occupational home economics programs or persons in other occupational programs (distributive education, business education, trade and industrial education, etc.) who have an active advisory council. (Ask them to let you sit in on some of their meetings.)
3. Ask state department personnel to react to your plans and ideas on setting up an advisory council.
4. Request help from state vocational advisory committee members in setting up a council. (The 1963 Vocational Act required that each state have an advisory council.)
5. Request help from the vocational educators in the colleges and universities of your state.
6. Seek help from special groups or agencies (such as REDL at the University of Illinois).²
7. Ask community citizens for assistance.

¹American Vocational Association, Inc. *The Advisory Committee and Vocational Education*. Washington, D.C.: American Vocational Association, Inc. 1969.

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²REDL is the Rurban Educational Development Laboratory located at the University of Illinois, Urbana, Illinois. The materials listed below are available from: REDL, 357 Education Building, University of

Feasibility Studies

Beginning an occupational program without completing a study of the needs of the *local* area can be compared to "putting the cart before the horse." Continuing a program without periodic reassessment of local needs can be compared to allocating ten cents in your budget for bread because that is what the bread cost a decade ago. Knowledge of national and state employment needs and outlook is a necessary base for occupational home economics programs. Such information is usually readily available from state employment agencies and state educational agencies who make periodic surveys. After viewing the national and state employment picture, a survey of local need must be made before initiating the program.

Local feasibility studies serve three purposes:

1. Tells you the need and extent of need for persons trained in a proposed program.
2. Tells you if business and industry is willing to cooperate in training students--including serving as training station if your program is a cooperative program.³
3. Tells you if there are students in the school who are interested in pursuing the training you propose to offer.

Persons who do not conduct local feasibility studies *before* initiating a program deserve little sympathy when they make such complaints as:

Illinois, Urbana, Illinois 61801.

Publications:

Phipps, Lloyd J. and Kenneth Knell. *The How of Successful Citizen Advisory Committee Operation*, 1968. (Price 75¢)

Phipps, Lloyd J., Richard K. Hofstrand and W. Edward Shipley. *Citizens' Advisory Councils in Education - A Course of Study*, 1970. (Price \$1.50)

Hamlin, Herbert M. *Citizens Participation in Local Policy Making for Public Education*. (Price 50¢)

Slides:

"How Citizens' Advisory Councils Aid Boards of Education." (Loaned free, except for return postage.)

Filmstrips:

"Proper Functions of Citizens' Advisory Councils." (Loaned free, except for return postage.)

"The Role of the Advisor to Vocational Education." (Loaned free, except for return postage.)

"Citizens' Advisory Councils in Home Economics Occupations." (Loaned free, except for return postage.)

³A cooperative program, according to the 1968 Vocational Education Amendments, is "a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability."

"My students just can't get jobs."

"I can't find any training stations for my students."

"There are no places to take my students on field trips."

"There are no resource people in the community in this area."

"I've been trying to get training stations all year and I only found three."

"No one signed up for my class."

If there are no training stations, no business or industry personnel willing to cooperate, no available jobs (and none on the horizon) and no interested students, one has clear evidence that a program for training students in these areas is definitely not needed. Use of time in building a program for which no need exists is a tragic waste since it is recognized that there *are* many manpower needs and students who need to be trained to fill them. "Hanging on" to a program when there is evidence that the job market is overflowing with personnel in a designated area will not build quality programs, especially when other job areas have many manpower needs.

There are persons who need and want to be trained in home economics related occupations and there are occupations related to home economics which have manpower needs. Discover who those persons are and what occupations have manpower needs through a local feasibility study.

Public Relations

What is public relations?

It's talking with a student who may be interested in your class.

It's letting parents know about your program.

It's making a field trip to a business.

It's contacting a possible training station.

It's a youth group organized as part of the occupational program.

It's telling other teachers in your school about your program.

It's a newspaper article, T.V. or radio program about any phase of your program.

It's telling your friends about the class you have or hope to have.

It's sharing ideas with other vocational education teachers about your program.

It's a bulletin board or display about your program.

It's a talk before a civic group about your program.

It's a contact with a potential advisory committee member.

It's an impression you leave as a teacher.

It's the enthusiasm you show about your program.

It's being proud to be an occupational home economics teacher and showing it.

It's a student who is excited about your class and tells his friends about it.

It's communicating with all people in the community about your program.

It's having a program based on a sound feasibility study.

It's classes which actively involve students in learning.

It's a dropout who dropped back in because your class met his needs.

It's a field trip to a business or industry.

It's you being up to date in your field.

It's you working cooperatively with other vocational teachers.

It's sharing your ideas with a friend who teaches in another state.

It's the reports you submit.

It's a student group telling how they feel about their home economics occupations program.

It's getting students and their training sponsors together for special recognition.

It's participating in conferences, meetings.

It's being active in professional organizations.

It's participating in Vocational Education Week.

It's visiting a student at home.

It's any material you give your students.

It's *planning* how to inform others about your program.

What is public relations? It is any impression given by you, your class or your students and giving positive impressions requires planning. A well-planned program of public relations requires working through the identification of target groups to be reached, setting the goals in reaching the target groups and deciding what techniques will be used to reach the target groups. Organizing activities on a yearly calendar and using the calendar as a guide for preparation and use of public relations techniques will help to insure a comprehensive public relations program.

Teacher Preparation

When occupational home economics classes began to be initiated in high schools throughout the nation, one of the biggest problems confronted was finding teachers. The question today is "What qualifications are necessary for an occupational home economics teacher?" Is the teacher who is prepared for vocational homemaking qualified to teach occupational home economics? Is it necessary for a teacher to have job experience in the occupational area she is training her students to enter? Would a person

who is highly skilled in the occupational area but without teacher education training be able to adequately train students?

Placing unqualified teachers in the occupational home economics programs would seem the quickest route to poorly trained students and low quality programs. Teaching occupational home economics requires a dual preparation--training in the subject matter and training in the philosophy, principles, methods and techniques of vocational education. There is no doubt that skills and knowledges gained in preparation for teaching consumer and homemaking classes are excellent background for the occupational home economics teacher. However, there are differences (and some are vast) in the skills and knowledges required in a home economics related occupation and those required to be effective as a consumer and family member. Recognition of the necessity to prepare oneself for teaching occupational home economics is a must. Such preparation is likely to involve working in the occupational area in which students are to be trained. Additional preparation may include workshops, in-service training or courses in which emphasis is given to procedures and techniques for developing and maintaining the occupational program.

As home economics seeks to build quality occupational programs, teachers, teacher educators and administrators hopefully will recognize that adequately trained teachers is the key step in fulfilling their goal.

CAREER LADDER IN

Food Service, Restaurant

Level	Dot. No.	Existing Titles	Proposed Titles
Top	187.168	Manager, Restaurant or Coffee Shop Manager, Cafeteria or Lunchroom	
Step	*	Assistant Manager	
Professional Managerial			
Step	310.368	Hostess, waitress, head Floor Attendant, Cafeteria Hostess, Dining Room Supervisor	
Supervisory			
Step	311.878	Waitress, Banquest Waiter, Formal	
Step	311.878	Waitress Waiter, Informal	
Step	311.878	Counterwoman, Lunchroom or Coffee Shop -- Counter Girl	
Assistant			
Step #1	311.878	Bus Girl	Food Service Aide
Entry			

*Reproduced from *Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment*, American Home Economics Association, 2010 Massachusetts Ave. N.W., Washington, D.C.

FOOD AND NUTRITION: RESTAURANT*

Work Description	Minimum Qualifications
<p>Supervises and coordinates the activities of workers... Requisitions or purchases food...confers with Chef... Inspects dining room, kitchen and equipment for cleanliness...Arranges catering and other special services and adjusts complaints...Hires and instructs dining room and kitchen personnel...keeps time and production on records.</p>	
<p>Welcomes patrons, seats them...and insures quality and rapidity of facilities and service. Schedules dining reservations. Directs waiters and bus boys to insure rapid service.</p>	
<p>Serves meals to patrons according to established rules of etiquette, working in a formal setting...suggesting courses, appropriate wines, answer questions regarding food preparation...Relays order to kitchen...serves courses...Garnishes and decorates dishes...</p> <p>Serves food at counters and tables of...dining establishments where service is informal...(see waitress banquet). ...May clear and reset counters or tables.</p> <p>Serves food...at counters: Calls order to kitchen... picks up and serves...accepts payment or makes...check. May prepare sandwiches...salads...other short-order items May...clean counters...wash dishes.</p>	
<p>Performs...combination of duties to facilitate food service. Carries...dirty dishes. Replaces soiled linens and sets tables...Supplies service bar with food...Replenishes supplies...Cleans service bars and equipment... Makes coffee...May run errands and deliver food orders.</p>	<p>Ability to read and write and indications of desire to train and work in this field</p>

JOB AND TASK ANALYSIS: ENTRY LEVEL WORKER IN FOOD SERVICE

Prepared by Johnnye M. Morris

JOB IDENTIFICATION

Title: Bus Boy (Girl)

Alternate Title: Coffee Boy (Girl)

Employment Service D.O.T. Title: Bus Boy (Girl)

DEFINITION OF JOB

Carries dirty dishes from dining room to kitchen, cleans tables, chairs, and dining area, and performs other related tasks. Generally supervised by manager or hostess. May be promoted to Waiter/Waitress, Cook Helper, or Counter Attendant. In smaller establishments the duties of this job may be combined with those of Kitchen Helper, Dishwasher, Waiter/Waitress, or Floor Girl.

JOB DESCRIPTION

Removes dirty dishes, silverware, and glassware from tables and places in tray or on cart. Carries tray containing dirty dishes to kitchen. Resets tables with linen, silverware, and glasses. Maintains supply of clean linens, silverware, glasses and dishes in serving area of dining room. Cleans and mops floors, cleans furniture and equipment. May assist waitress by carrying heavy trays of food. May occasionally serve customers, bring extra items as required. May make coffee and ice tea, fill beverage boxes and ice containers. May keep condiment and napkin containers clean and filled.

Bus boy/girl stands and walks short distances through work period. Lifts and carries trays of dishes weighing up to 40-50 lbs. for short distances [1]. Often works split shift. May work early mornings, late evenings, holidays, and weekends. Dining room may have no air conditioning and may be small.

JOB SPECIFICATION

Must be able to work rapidly during rush hours. Should be able to read and write in order to take guests' order when it is given.

Must wear uniform required by the establishment. Must have an X-ray, and/or health certificate if required by employer and/or Department of Public Health.

Must be neat in appearance because it is required for those individuals who are employed where food is served.

Must be able to follow directions given by person in charge of the station where he works.

Should have strong arms and legs, and the ability to stand and walk for long periods of time.

Should be able to move trays weighing up to 40-50 pounds. Should do assigned work thoroughly because it is responsibility to do so. Must be prompt, alert and observing in order to do job efficiently. Must be able to get along and work well with others because much of the success of the establishment depends upon how well the employees get along and work together.

Must be age required by labor laws of the area.

BUS BOY/GIRL TASK ANALYSIS

Task: Investigates assigned stations to determine if they are stocked for the day's business.

Knows: What is needed at stations for beginning each day's business.

Does: Checks each assigned station for silverware, linens, dishes and glassware and other supplies needed.

Brings needed supplies to the station.

Task: Sets tables

Knows: How to set tables for various types of meals.

How to set tables according to the standards of the establishment.

Sanitary methods of handling table ware.

Does: Sets tables for type of meal being served.

Sets tables according to standards of the establishment.

Holds silverware by handles when placing it on tables.

Keeps hands from rims of glasses.

Handles dishes by rims when placing on tables.

Task: Clears tables when guests are seated.

Knows: Correct procedure for removing soiled dishes from tables when guests are seated.

How to use proper procedure.

Does: Removes dishes from left side of guests, after any course.

Removes beverage dishes from the right.

Removes platters and serving dishes first when clearing tables.

Removes them earlier if they should be emptied before end of meal, in order that table be less crowded.

Removes main course plate, salad plate (if used), and bread and butter plate in that order.

Leaves hot tea or coffee service, and water glasses on table as long as guests are seated.

Tasks: Changes the cloth and resets tables when guests are still seated.

Knows: Proper procedure for changing soiled cloth when guests are seated.
How to utilize the proper procedure when guests are seated.

Does: Turns soiled cloth halfway back and places clean cloth half-open in front of guests. Transfers tableware to clean cloth. Removes or draws soiled cloth from table and pulls the clean one into place. Disposes of soiled linen immediately.

Task: Removes dirty dishes, silverware, and glassware from tables and places in tray.

Knows: How to remove soiled dishes properly.
How to stack cups and saucers correctly.
How to place glassware and silver on tray.

Does: Stacks emptied heavy dishes on tray toward himself.
Stacks cups and saucers in separate stacks near front outside edge of tray.
Places glassware separately on the tray between cups and saucers.
Places silverware in stacks on the tray on side near himself.
Performs according to the standards of the establishment.

Task: Carries dirty dishes to kitchen.

Knows: Techniques of carrying loaded trays.
Establishment's technique of carrying trays loaded with dirty dishes.

Does: Carries trays of dirty dishes with both hands at waist level.
Balances trays at shoulder level using one hand.
Uses establishment's techniques for carrying trays loaded with dirty dishes.

- Task:* Brings clean linens, silverware, dishes and glassware to dining room serving area.
- Knows:* Supplies/equipment needed in serving area.
Supplies/equipment needed according to standards of the establishment.
- Does:* Brings needed clean linens, silverware and dishes to dining room serving area and stores them in appropriate places according to the standards of the establishment.
- Task:* Fills glasses with ice and water.
- Knows:* Technique for filling glasses with ice and water.
Establishment's technique for filling glasses with ice and water.
- Does:* Uses tong or scoop when putting ice in glasses.
Pours water from pitcher into glasses. Fills glasses $\frac{3}{4}$ full.
- Task:* Makes coffee and/or tea.
- Knows:* How to use various styles of coffee makers.
The importance of accuracy in measuring coffee and water or following directions on packaged premeasured coffee.
Boiling water is required for tea.
The importance of following directions on container of tea.
Importance of clean urn or other coffee maker.
- Does:* Uses clean coffee maker.
Measures coffee and water accurately.
Follows directions on packaged premeasured coffee.
Uses boiling water when making tea, and follows directions on container of tea.
- Task:* Carries trays of food for waiter/waitress
- Knows:* How to carry trays of food.
How to carry trays of food according to standards of the establishment.
- Does:* Carries trays of food with both hands at waist level.
Balances trays at shoulder level using one hand.

Task: Checks condiments for amounts and cleanliness.

Knows: When like condiments should be combined.

When condiment containers should be cleaned.

Where supply of condiments are stored.

When shakers and sugar bowls should be filled and cleaned.

How to fill and clean salt shakers and sugar bowls.

Does: Combines small amounts of the same kind of condiment into one container.

Cleans condiment containers when necessary.

Brings needed condiments from stock to serving area.

Fills shakers with bulk salt and bowls with bulk sugar.

Fills bowls with prepackaged sugar.

Task: Cleans service area.

Knows: How to properly clean service area.

When to clean.

The establishment's techniques for cleaning service area.

Does: Uses proper equipment and material for cleaning service area.

Cleans service area once per day.

Uses establishment's techniques for cleaning service area.

Task: Removes dirty ash trays from tables and replaces them with clean ones.

Knows: When to remove dirty ash trays from tables and replace with clean ones.

Does: Removes ash trays that have been used and replaces them with clean ones.

Task: Washes mirrors.

Knows: Techniques for washing mirrors.

Knows when to wash mirrors.

Knows establishment's technique for washing mirrors.

Does: Selects and uses proper equipment and material for washing mirrors.

Uses technique, equipment, and material recommended by establishment.

Uses various cleaning products carefully.

Task: Vacuums rugs or carpeting.

Knows: Equipment to use when vacuuming rugs/carpets.

How to use equipment.

When to vacuum rugs/carpets.

Does: Uses vacuum cleaner provided by establishment, using directions also provided.

Uses proper technique for vacuuming rugs/carpets.

Vacuums rug/carpet as often as required by establishment.

Task: Dusts furniture and furnishings.

Knows: Materials used for dusting furniture and furnishings.

How to dust furniture and furnishings according to rules of the establishment.

When to dust furniture and furnishings.

Does: Uses proper material and equipment for dusting various surfaces.

Uses material and equipment provided by the establishment as often as required.

Task: Cleans furniture.

Knows: How to clean different types of furniture.

The equipment and materials to use when cleaning furniture.

How often to clean furniture.

Techniques, equipment and materials to use in order to meet standards of the establishment.

Does: Uses proper equipment, and materials for cleaning different types of furniture according to directions given.

Cleans furniture as often as is required by establishment.

Uses techniques, equipment and materials required by the establishment.

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JOB AND TASK ANALYSIS: SHORT ORDER COOK

Prepared by Billye Griswold

Title: Cook, Short Order

DOT number: 314.381

DEFINITION OF JOB

Prepares and cooks to order a variety of foods which require only a short time to prepare, may carve meat, fill orders from a steam table, prepare sandwiches, and beverages.

JOB DESCRIPTION

a. What tasks the job involves:

Handles utensils, equipment and tools. Handles food. Prepares and serves a variety of foods, frying, grilling and baking products, making sandwiches, broiling and steaming, preparation of special dishes such as soups, salads, and garnishes. Cares, uses, and cleans equipment, handles food in accordance with approved sanitary methods and standards. Selects and prepares quality food, assembles food orders, orders food and supplies, times preparation to meet serving schedules, practices safety procedures while on the job, cleans and sanitizes surface area in the kitchen and dining area.

b. Statement of conditions under which job is done:

Works in clean, well-lighted, well-ventilated kitchen. Must be able to withstand heat while working around stoves, grills, and ovens. Must be able to withstand changes in temperature when going in and out of refrigerated or deep freeze areas. Must be cautious while working with kitchen equipment to avoid cuts and burns, and while working on wet and slippery floors to avoid falls. Walks short distances and stands on feet most of the working day. Stoops for, reaches for, and lifts equipment and utensils, some equipment being heavy. Little opportunity to visit with anyone.

JOB SPECIFICATIONS

Knowledge of principles of food preparation.

Ability to plan menus adequate in nutrition and with eye appeal.

Form perception to examine food and to prepare food arrangements attractively on plates.

Finger and manual dexterity to use kitchen tools, appliances, and utensils.

Wear a uniform.

Good health as to obtain a needed health certificate.

Gets along well with others so working conditions are most pleasant and satisfying.

Strength of hands, arms, legs, etc., for lifting, moving, etc.

Eye-hand coordination for cooking food and preparing plate.

Coordination of independent movements of both hands to rapidly and efficiently cook and serve food.

Understanding of gas and/or electric appliances as with relation to operating a grill, stove, deep fat fryer, exhaust fan, etc.

Ability to make some decisions such as when food is properly cooked, when to order supplies.

Ability to place orders for supplies, check in orders.

Emotionally stable and have a high degree of patience under strain of rush hour.

Reading ability to interpret orders, tickets, and to check supplies.

Writing ability to make out supply orders, to write work orders on equipment, to write menus.

Mathematics ability to compute quantities and cost to order supplies, to control kitchen costs.

Thoroughly familiar with foods and preparation methods as he can follow establishment procedures and standards.

TASK ANALYSIS

Task: Handles utensils, equipment, and tools

Knows: Purpose, operation and care of range, grill, refrigerator, freezers, steam tables, broilers, etc.

Procedures for using commercial equipment.

Appropriate methods of handling equipment to avoid damage to equipment or injury to self.

Tool, utensils, or equipment necessary for a job.

Does: Manipulates all types of electrical equipment such as peelers, slicers, toaster, coffee urns, and deep fat fryers.

Starts electrical and/or gas equipment such as range, ovens, deep fat fryers, infra-red equipment.

Selects the proper utensil, equipment, or tool for specific job.

Uses commercial kitchen equipment correctly, appropriately and efficiently.

Follows appropriate procedures when using cutlery.

Follows procedures for maintenance and care of cutlery.

Task: Handles food

Knows: Principles of food preparation.

Federal, state, county, and city food codes.

Planning and facilities for food preparation.

Timing and temperature control in meat, poultry, and fish preparation.

Procedures necessary for preparing a variety of foods.

Handling and storage of vegetables procedures.

Cuts and grades of meats.

Handling and storage procedures for meat.

Procedures for arranging and caring for salads.

Types of dressings for various salads.

Does: Handles food for preparation properly such as meat, vegetables in a sanitary manner.

Prepares a variety of foods.

Has food storage arranged so rapid preparation is efficient.

Efficiently prepares food for consumption.

Adapts techniques of work simplification to tasks performed on the job.

Follows establishment standards in preparing a variety of foods.

Prepares quality products in short amount of time.

Attractively garnishes food.

Recognizes cuts and grades of meat and preparation required.

Adequately seasons food.

Understands and applies recipes for cooking quality food.

Tests for doneness.

Properly handles and stores vegetables before cooking.

Properly handles and stores cooked vegetables.

Care in washing and preparing salad greens and vegetables.

Prepares and arranges salads and follows procedures for storage.

Follows correct timing and temperatures in dessert and beverage preparation.

Prepares desserts.

Prepares beverages.

Places desserts in storage.

Stores salad components, fruit, vegetables and greens.

Types of dressings for various salads.

Prepares "speciality of the house" dressing and never gives out recipe.

Task: Prepares food using different cooking techniques.

Knows: Terminology in recipes.

Substitutions for ingredients.

Where equipment is stored.

Operation procedure for commercial equipment.

Importance of following stated procedures when using a recipe.

Approximate time needed to cook foods so as to plan work schedule to have all foods ordered ready to serve at the same time.

Standard weights and measures.

Procedure to follow when measuring and weighing foods.

Functions of scales and balances.

Timing and temperature control in meat, poultry and fish preparation.

Methods of cooking meats, poultry and fish.

Storage of meats, poultry and fish.

Timing and temperature control in vegetable, fruit and salad preparation.

Methods of cooking and preparing vegetables, fruits and salads.

Storage of vegetables, fruits and salads.

Timing and temperature control in dessert and beverage preparation.

Methods of cooking and preparing desserts and beverages.

Storage of desserts and beverages.

Timing and temperature control in sandwich preparation.

Methods of sandwich preparation.

Storage of sandwiches.

Does: Follows directions exactly as given in recipes.

Checks to see if all ingredients necessary are available.

Checks to see that all necessary ingredients or suitable substitutes are available before beginning recipe.

Assembles ingredients and equipment for various processes of food preparation.

Plans work so as to meet scheduled deadlines.

Adapt techniques of work simplification to tasks performed on the job.

Plans work schedule so foods are ready at serving time.
Uses standard weights and measures in preparing foods.
Follows procedure for measuring and weighing ingredients.
Uses and cares for scales and balances.
Measures and weighs food so as to give customers equal amounts every time served.
Follows correct timing and temperatures in meat, poultry and fish preparation.
Prepares and cooks meats, poultry, and fish.
Places meat, fish, and poultry in storage.
Follows correct timing and temperatures in vegetable, fruit and salad preparation.
Prepares and cooks vegetables, fruits, and salads.
Places vegetables, fruits, and salads in storage.
Follows correct timing and temperatures in dessert and beverage preparation.
Prepares desserts and beverages.
Places desserts and beverages in storage.
Follows correct timing and temperatures in sandwich preparation.
Prepares sandwiches.
Places sandwiches in storage.
Measures and weighs desserts to equalize portions.

Task: Preparing a variety of foods on menu.

Knows: Foods available in the area.
Foods people in locality will consume.
Principles of efficient food service.
Relation of menu planning to cost.
Principles of menu planning.
Terminology in menu planning.
Policies and procedures in food purchasing.
Quality, size, grades and checking of food products.
Calculation of food needs.
Receiving, storing and preservation of purchased foods.

Does: Maintains acceptable standards of food.
Prepares and serves food of high quality.
Uses procedures for preparing a variety of foods.

Gives prompt and courteous service.

Provides attractive, well-prepared, flavorful, and satisfying food.

Evaluates quality of food prepared to improve foods to be prepared.

Follows acceptable planning of menus procedures.

Plans weekly menus.

Plans acceptable menus.

Uses correct menu terminology.

Follows institution's purchasing policies.

Follows acceptable purchasing procedures.

Calculates exact food needs.

Selects and purchases quality food products.

Checks foods received.

Stores foods received.

Task: Assembles food orders.

Knows: Principles of efficient food service.

Serving facilities.

Attractive arrangement of food on plates.

Necessity for accurate portions to insure customer satisfaction.

Portion size served by local establishments.

Specification for portions by local establishment.

Quality of food served by local establishment.

Correct temperatures for serving food.

Necessity for consistency in preparation of high quality food products.

Does: Portions food accurately and places on plates.

Arranges foods attractively on plate.

Uses methods to portion food as prescribed by local establishment.

Follows desirable and acceptable procedures.

Cleans service equipment.

Checks food orders quickly for accuracy and quality.

Uses proper utensils for portioning food.

Prepares quality food as desired by local establishment.

Judges variety of foods by sight, odor, and taste.

Verifies order by scanning filled plates and order ticket.

Task: Practices safety procedures while on the job.

Knows: What hazardous situations are.

Basic principles of safety as related to all phases of food preparation.

The location of fire extinguishers.

Use of all fire extinguishers.

Does: Detects safety hazards.

Follows safety precautions in food preparation area.

Alert to preventing hazardous situations.

Uses appropriate methods for lifting and carrying objects.

Applies the principles of safety which relate to the handling and storing of food, equipment, and utensils.

Evaluates self in terms of safety practices followed on the job.

Identifies unsafe conditions which may cause an accident.

Applies safety precautions as to prevent accidents.

Uses different kinds of fire extinguishers.

Task: Cleanliness and sanitation.

Knows: Sanitary facilities and cleaning procedures.

Cleaning agents.

Sanitation standards.

Personal health and appearance.

Care and safe operation of food service equipment.

How to handle food in a sanitary manner.

How to store food in a sanitary manner.

Principles of sanitation which apply to the food service industry.

Disease may be spread through careless handling of food and equipment.

Does: Maintains self cleanliness.

Dresses appropriately for work.

Handles food with provided utensils.

Maintains clean facilities.

Carries out cleaning procedures on schedule.

Maintains washing standards of equipment, tools, and utensils.

Maintains standards of cleanliness.

Conducts routine inspection.

Discriminates between cleaning and sanitizing.

Handles food in sanitary manner.

Follows state, county, and city sanitation requirements.

REFERENCES

Food Service Employee, Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, September, 1969.

Instructional Materials for Occupational Home Economics, Food Service Area, Office of the State Superintendent of Public Instruction, State of Indiana, 1969.

Project Feast, Tucson Public School, Tucson, Arizona, 1969.

CAREER LADDER IN FAMILY RELATIONS AND CHILD DEVELOPMENT:
CHILD CARE CENTER*

Ladder in Child Care/Development Center

Level	Dot. No.	Existing Titles	Proposed Titles
Top	092.	Center director	Director of child development center
Step	092.	Assistant director	Assistant director of child development center
Professional/ Managerial			
	* 092.228	Child development director Teacher, kindergarten	Child development supervisor
Supervisory	* 092.228	Teacher, child development or early childhood education	
Step	*	Family day care mother	Family day care mother
Step	359.878	Teacher, nursery school Child care leader Child day care center worker	
Assistant	*	Child day care assistant	
Step #1	*	Aide	
	*	Day care aide	Child development aide
	*	Child development aide	
Entry			

*Reproduced from *Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment*, American Home Economics Association, 2010 Massachusetts Ave. N.W., Washington, D.C.

Work Description	Minimum Qualifications
Full time director with no teaching responsibilities. Responsible for business and personnel of center.	Bachelor's degree plus experience
Assists director in a large center. Plans and directs educational program with teaching responsibilities. Supervises child development supervisor.	Master's or bachelor's degree plus experience and certification. Additional teachers on staff would have bachelor's and certification.
Assists teacher in working with children. Plans work schedules and supervises child development assistants and aides.	Bachelor's, certification and experience
Works directly with children.	Same as above
Licensed to care for up to five children in her home, including her own or 10-12 with an assistant. (May move to a larger center.) Leads activities of children under supervision of Child development supervisor or teacher if in a smaller center.	High school with a secondary or adult program in child care and development preferably in a cooperative program. Two years experience plus high school equivalency which may be earned while on the job and includes an educational course for child development workers.
Works with children under direct supervision.	On-the-job experience while enrolled in a cooperative educational program for child development aides. On-the-job secondary or adult educational course for child development aides.

Lattice possibilities: from a day center into department store retailing in children's clothing, toys, etc., or into food service, e.g., catering children's parties, or into clothing and textile field, e.g., making children's clothing or toys

CHILD CARE AIDE JOB ANALYSIS FORM*

This form was used by *Mrs. Doretha Martin* to collect data used in planning a child care occupations course at Flora Township High School. Directors of child care centers provided information regarding their expectations of child care aides. You may want to collect this kind of data to use as a basis for planning curriculum.

(Used in interviews with directors of child care centers)

Name of Center _____ Date _____

Interviewee _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect an aide to assume when working in your child care center.

A child care aide assumes numerous responsibilities in caring for children in such situations as day care centers, Head Start classes, childrens' homes, and private homes. Working under the direction of a qualified director, she performs the following functions:

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
1. Becomes oriented to the child care center				
2. Learns what is required of a child care aide				
3. Observes policies of center concerning work schedules, absences, and health regulations				
4. Works cooperatively with staff and accepts instruction and guidance from director				

*Modified version of "Child Care Aide Job Analysis Form" in *Child Care Aide*, Home Economics Instructional Materials Center, Texas Tech College, Lubbock, Texas.

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
5. Participates in staff planning and evaluating sessions concerned with center policies and program				
6. Helps to evaluate own progress in meeting responsibilities in the center				
7. Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed				
8. Helps to promote parent interest in the center				
9. Helps the children accept the center and participate in its activities				
10. Assists the children in developing a sense of "belonging" in the center				
11. Helps the children learn acceptable behavior patterns				
12. Helps the children learn the established routines of the center				
13. Helps the children become more independent in removing own garments, such as coats and sweaters				
14. Assists the children in developing good housekeeping habits				
15. Assists children with routines, such as toileting, washing hands, and hanging towels after use				
16. Assists in arranging mats on floor for children's rest period				
17. Supervises rest period of children				
18. Helps the children prepare for mealtime				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
19. Sets the table for noon meal				
20. Helps the children understand the importance of eating nourishing foods				
21. Helps the children to develop good food habits and table manners				
22. Helps the children to develop positive, acceptable attitudes toward food and eating				
23. Prepares and serves mid-morning and mid-afternoon snacks				
24. Assumes some responsibility, under supervision, for play and learning experiences of children				
25. May relieve teachers for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs				
26. Helps prepare and assemble play materials needed by teacher and/or director				
27. Arranges physical environment, under supervision of director, so it is appropriate for play and learning				
28. Helps children with their nature and science experiences				
29. Helps maintain safety of the children during rest and play periods				
30. Practices safety procedures by being alert to situations involving hazards to the safety of children				
31. Assists in administering first aid at the center for minor accidents, cuts, and bruises				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
32. Observes accepted procedures for reporting signs of illness or discomfort in children				
33. Helps children establish sanitary habits				
34. Feeds infants as directed by parents and supervisor				
35. Checks infants when they cry and determines reason for crying				
36. Changes diapers and other clothing when necessary				
37. Supervises play period				
38. Assists in supervising infants while they sleep				
39. Bathes the infant				
40. Follows safety precautions when caring for infants				
41. Recognizes symptoms of illness				
42. Assists in the services provided for exceptional children in educational, institutional, or day care institutions				
43. Works with exceptional children and their parents				
44. Works with professional personnel in facilities for exceptional children				
45. Handles certain clerical responsibilities for professional personnel				
46. Reports or records behavioral changes in each child				

	DAILY	OCCASIONALLY	DOES NOT APPLY	COMMENTS
47. Assists professional staff in the overall evaluation of the progress of each child				
48. Observes children for special behavior patterns and responses				
49. Maintains discipline to prevent children from harming themselves and others				
50. Assists exceptional children in activities involving motor control, motor coordination, and perceptual motor training				
51. Guides exceptional children in activities involving mental abilities and intellectual-emotional development (educational-psychological needs)				
52. Feeds exceptional children or assists these children with mealtime activities				
53. Directs exceptional children in activities involving language abilities				
54. Assists exceptional children with activities involving social skills				
55. Trains exceptional children in self-help skills				

PROPOSED COURSE OF STUDY OUTLINE FOR CHILD CARE AIDE BASED ON FINDINGS OF JOB ANALYSIS

Flora High School, Flora, Illinois

Content was selected so that students will have the competencies needed to perform the tasks most often required on the job.

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Becomes oriented to the child care center</p> <p>Learns what is required of a child care aide</p> <p>Observes policies of center concerning work schedules, absences, and health regulations</p>	UNIT I - What Is A Child Care Aide	<p>Become aware of tasks, competencies and opportunities involved in working as a child care aide</p> <p>Recognize employment opportunities in child care service</p>
<p>Works cooperatively with staff and accepts instruction and guidance from director</p> <p>Participates in staff planning and evaluating sessions concerned with center policies and program</p> <p>Helps to evaluate own progress in meeting responsibilities in the center</p> <p>Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed</p>	UNIT II - Child Care Aide: A Member of the Team	<p>Recognize factors which contribute to successful working relationships with others</p> <p>Assess own personal qualities in relation to job requirements</p> <p>Evaluates self periodically</p> <p>Identify factors involved in planning a satisfactory schedule for preschool children</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
	UNIT III - The Child and His Family	<p>Recognize the basic needs of young children</p> <p>Describe characteristics of children from two to five</p> <p>Comprehend the principles and areas of development of children</p> <p>Analyze the influence of the family on the growth and development of children</p>
<p>Helps to promote parent interest in the center</p> <p>Helps the children accept the center and participate in its activities</p> <p>Assists the children in developing a sense of "belonging" in the center</p> <p>Helps the children learn acceptable behavior patterns</p> <p>Helps the children learn the established routines of the center</p>	UNIT IV - The Child in a Child Care Center	<p>Recognize importance of parent-center relationships</p> <p>Identify procedures which will aid children in their adjustment to the center</p> <p>Discover from child's behavior the way he feels in a group situation</p> <p>Analyze own behavior and its effect upon the children</p>
<p>Helps the children become more independent in removing own garments, such as coats and sweaters</p> <p>Assists children with routines, such as toileting, washing hands and hanging towels after use</p> <p>Assists in arranging mats on floor for children's rest period</p> <p>Supervises rest period of children</p>		<p>Apply principles of guidance based on understanding of behavior</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Helps the children prepare for meal-time</p> <p>Sets the table for noon meal</p> <p>Helps the children understand the importance of eating nourishing foods</p> <p>Helps the children to develop good food habits and table manners</p> <p>Helps the children to develop positive, acceptable attitudes toward food and eating</p>	UNIT V - Children's Food and Eating Habits	<p>Relate appearance of food and table to acceptance of food</p> <p>Recognize necessity of guiding children in the establishment of nutritious food habits</p> <p>Identify environmental factors which influence eating habits of children</p> <p>Describe procedures to follow when supervising mealtime activities</p>
Assumes some responsibility, under supervision, for play and learning experiences of children	UNIT VI - Children's Play - A Learning Experience	Plan play and learning experiences for children which will promote their mental, social, emotional, and physical development
May relieve teachers for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs	UNIT VII - Books and Music for Children	<p>Recognize contributions of books and music to child's development</p> <p>Become adept in guiding story telling and musical activities</p>
<p>Helps prepare and assemble play materials needed by teacher and/or director</p> <p>Arranges physical environment, under supervision of director, so it is appropriate for play and learning experiences</p>	UNIT VIII - Toys and Games for Children	<p>Analyze play equipment in relation to contribution it makes to child's development</p> <p>Plan procedures for directing children's games</p> <p>Evaluate toys and play equipment in terms of suitability of use by children</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Helps children with their nature and science experience	UNIT IX - Nature and Science Experiences	Develop attitudes which will promote children's interest in their environment Plan science activities which will aid children in concept development
Helps to maintain safety of the children during rest and play periods Practices safety procedures by being alert to situations involving hazards to the safety of children Assists in administering first aid at the center for minor accidents, cuts, and bruises Observes accepted procedures for reporting signs of illness or discomfort in children Helps children establish sanitary habits	UNIT X - Health and Safety	Recognize importance of observing safety practices in the child care center and being alert to safety hazards Identify proper first aid practices and know limits of aid which can be administered Describe symptoms of illness which may appear in children Recognize necessity of observing center and local health policies and sanitation regulations Plan activities which will aid children in forming safety habits and good health habits
Feeds infant as directed by parents and supervisor Checks infants when they cry and determines reason for crying Changes diapers and other clothing when necessary Supervises play period	UNIT XI - Infant Care	Recognize characteristics and needs of children Describe methods to use in caring for infants

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Assists in supervising infants when they sleep</p> <p>Bathes the infant</p> <p>Follows safety precautions when caring for infants</p> <p>Recognizes symptoms of illness</p>		
<p>Assists in the services provided for exceptional children in educational, institutional, or day care situations</p> <p>Works with exceptional children and their parents</p> <p>Works with professional personnel in facilities for exceptional children</p> <p>Handles certain clerical responsibilities</p> <p>Reports or records behavioral changes in each child</p> <p>Assists professional staff in the overall evaluation of the progress of each child</p>	UNIT XII - The Exceptional Child	<p>Recognize the kinds of challenges that special education provides for the child care aide</p> <p>Identify basic similarities in the care and training of "normal" and exceptional children</p> <p>Determine appropriate techniques in supervising and caring for exceptional children</p>
<p>Observes children for special behavior patterns</p> <p>Maintains discipline to prevent children from harming themselves and others</p>		

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Assists exceptional children in activities involving motor control, motor coordination, and perceptual motor training</p> <p>Guides exceptional children in activities involving mental abilities and intellectual-emotional development</p> <p>Feeds exceptional children or assists these children with mealtime activities</p> <p>Directs exceptional children in activities involving language abilities</p> <p>Assists exceptional children with activities involving social skills</p> <p>Trains exceptional children in self-help skills</p>		

JOB AND TASK ANALYSIS: CHILD CARE AIDE

Prepared by Judy Le Master

Job Title: Teacher, Nursery School (any individual)
child-care leader
child-care center worker
nursery school attendant
playroom attendant

role of attendant, worker or aide

JOB DEFINITION

As listed in *Descriptions, Definitions and Occupational Coding System*, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, State of Illinois, 1970: "Preparation for various kinds of employment related to child-care centers and young children, e.g., assisting directors of child day care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers and transportation terminals."

JOB DESCRIPTION

Under the supervision of a more experienced or professionally trained supervisor the child-care aide performs such tasks as: helping individual children become acquainted with and participate in the activities of the center; greeting the children as they come and helping them remove their coats and hang them in the proper area; assisting in supervision of play, rest, eating, and toileting procedures; assuming some responsibility in selecting, planning, organizing and presenting learning experiences such as story-telling, indoor play, outdoor play, music and creative activities; and meal or snack preparation; helps children develop desirable behavior and attitudes; and assist in recording observations and straightening the room and preparing for the next day after children leave.

The working conditions of a child-care aide include cheerful, healthful surroundings. Depending on the particular program, working schedule may require day or night shifts and may operate on weekends. An aide is indoors and outdoors, and frequently has to relate with parents as well as children. It can be a physically tiring occupation.

JOB SPECIFICATION

Personal qualities which contribute to success in employment for child-care aides after training include:

1. Willingness to learn and to work--new situations will constantly arise and an aide must learn to adapt to them.

2. Ability to take constructive criticism--we learn through our mistakes.
3. Ability to follow directions--supervisor must be free to work with children, not over-see aide's activities constantly.
4. Respect for employer and staff members--staff must cooperate if the total program is to be successful.
5. Obtains a health certificate--to meet licensing requirements.
6. Possesses physical stamina--caring for children is physically exhausting.
7. Observes professional ethics--discussion of children outside of class or criticizing staff or parents is unprofessional.
8. Observes safety and sanitation procedures--for the protection of the children.
9. Ability to read at a level sufficient to read stories effectively and read files.
10. Ability to write adequately to complete records, write observations, print names of students, etc.
11. Enjoys children--for job to be enjoyable and satisfying, this must be true.
12. Sense of fairness--must occasionally arbitrate disputes.
13. Ability to relate to children--must get on a child's level of perception to communicate effectively.
14. Possess a positive self-concept--can develop a positive self-concept in others only when you accept yourself.
15. Characteristic traits, such as:
 1. Initiative--too many needs of a child must be met for a supervisor to constantly have to direct aides.
 2. Dependability--program cannot operate efficiently and effectively unless every worker does his part.
 3. Accuracy--for making reports.
 4. Promptness--children become discipline problems if they have to wait for adults to get organized.
 5. Cheerfulness--children develop optimally in happy environments.
 6. Maturity--to provide guidance and leadership.
 7. Patience--mistakes are an intricate part of learning.
 8. Calmness--children sense the emotional state of adults and are easier to handle in an emergency if they are not excited.
 9. Firmness--to maintain order.
 10. Emotional stability--to meet the emotional demands of children.
 11. Enthusiastic--to motivate children.

12. Alert--aware of potential dangerous situations.
13. Creative--to keep children's interests.
14. Sense of humor--helps aide accept children and herself, essential to emotional stability.
15. Pleasant voice--to reassure children, for reading stories.
16. Well-groomed and appropriately dresses--fashionable shoes may hurt by the end of the day.

TASK ANALYSIS

A child-care aide needs to have some understanding of:

1. How the total child-care center program operates--what the facilities are, the policies, the routines.
2. What is expected of a child-care aide.
3. How a child develops physically, socially, emotionally and intellectually.
4. How to handle children's interest in sex.
5. Individual differences in the developmental patterns of children.
6. The importance of play for children.
7. How to care for the needs of several children at one time.
8. Basic emotional and personality needs of all people.
9. Symptoms of serious behavior problems.
10. Role of tension outlets for children.
11. Importance of group behavior in social development.
12. How adult models influence children's attitudes and behavior.
13. How thinking and learning processes develop in a child.

TASKS

1. Develops health and safety habits.
 1. Aware of symptoms of childhood diseases.
 2. Knows basic first aid techniques and location of first aid kit.
 3. Awareness of special medical needs for any child.
 4. Location and access to each child's medical record in case of emergency.
 5. Remains as calm as possible in emergency situations.
 6. Discusses emergency with children who were present as soon as possible.
 7. Teaches children to wash hands before eating, after toileting, etc.

2. Acquires accurate observation methods.
 1. Learns to concentrate.
 2. Learns to be objective and sensitive.
 3. Becomes accurate and concise in recording behavior.
 4. Differentiates between facts and interpretation of behavior.
 5. Remains inconspicuous while observing.
 6. Observes daily.
 7. Files observations for conferences.
 8. Utilizes observations to help students.
 9. Observes professional ethics.
3. Guides growth and development in children.
 1. Uses positive approaches, i.e., tells the child what is expected of him.
 2. Keeps expectations consistent and realistic.
 3. Supports limits.
 4. Helps children overcome fears.
 5. Recognizes individual differences.
 6. Uses direct (physical and verbal) and indirect (scheduling, types of equipment, manipulates surroundings) methods for directing behavior.
 7. Gives child a choice only when he gets to choose.
 8. Allows children to make decisions appropriate for age level.
 9. Isolates child when actions are severely inappropriate.
 10. Allows children to be as self-sufficient as possible.
4. Assists and organizes creative play.
 1. Knows various types of painting (easel, finger, string, sponge, etc.).
 2. Encourages use of various art medias (scissors, paste, crayons, chalk, ink, etc.).
 3. Supervises clay play.
 4. Assists children in making puppets, mobiles, graphics, collages, waterplay, sand, flannel boards, carpentry.
 5. Displays work and changes it frequently.
 6. Encourages parents to display projects at home.
 7. Writes name, date, and age of child on each project.
 8. Gives positive reinforcement on work.
 9. Does not impose structure.
 10. Knows location of art supplies.

11. Assists children in clean up, then completes it entirely.
12. Alerts supervisor when supplies are low.
13. Stimulates children to use their imaginations.
5. Selects books to be read to children.
 1. Plans story to coordinate with other activities.
 2. Aware of different types of stories (animal, fantasy, realism, fables, parables, proverbs, etc.).
 3. Understands importance of simple, large, colorful illustrations.
 4. Appropriate for interests, age level, etc.
 5. Incorporates the use of poetry and rhymes.
6. Reads books effectively.
 1. Reads to small groups.
 2. Selects book previously and practices reading.
 3. Maintains interest by asking questions about personal experiences related to story.
 4. Holds and reads book so children can see illustrations.
 5. Develops pleasant, dramatic voice for reading.
 6. Sits on same level or only slightly above children.
7. Assists or organizes musical experiences.
 1. Employs various expressions of music (records, rhythm band instruments, fingerplays, dance, group singing, spontaneous music, musical games, etc.).
 2. Incorporates music into the program in various ways, such as a special time period, as transition between activities, at lunch time, nap time, art time occasionally.
 3. Ability to play the piano or guitar would be useful, but not essential.
 4. Uses music to teach concepts (numbers, colors, parts of the body, etc.).
 5. Knows location of equipment if needed.
 6. Assists children in returning equipment to proper storage area.
 7. Can operate record player, tape recorder, etc.
 8. Knows many songs.
8. Plans and organizes water play as a creative media.
 1. Selects a warm day.
 2. Provides for extra clothing or drying out period.
 3. Selects concepts for teaching (bubbles, floating, painting, etc.).
 4. Sets up facilities.

5. Sets limits.
6. Cleans up.
9. Plans and executes simple science experiments.
 1. Bases it on sensory experiences.
 2. Located equipment and supplies and prepares in advance.
 3. Answers children's questions simply and honestly, but not with unnecessary detail. Admits when she does not know and tries to find out the answer.
 4. Employs the inquiry method.
 5. Relates experiments to daily life situations.
 6. Plans a variety of experiences (animals, walks, films, nature, magnets, magnifying glasses, etc.).
 7. Asks questions that lead to discovery.
 8. Cleans up.
10. Selects and guides the use of manipulative toys.
 1. Allows child to select and use toys in his own way.
 2. Selects toys to teach concepts (snaps, zippers, buttons, lacing, etc.).
 3. Encourages child to store toys properly.
11. Handles toilet adequately.
 1. Reminds children to wash their hands and flush toilet.
 2. Praises child for taking care of himself.
 3. Provides good indirect sex education.
 4. Answers questions honestly.
12. Plans and carries out snacks or simple meals for children.
 1. Knows basic nutrition.
 2. Plans for a variety of snacks so children can experience many foods.
 3. Lets children prepare snacks (instant pudding, decorate cookies, pour or hand out milk, distribute napkins, etc.).
 4. Encourages but does not force children to eat.
 5. Encourages good table manners appropriate for age level.
 6. Gives small servings with options for seconds.
 7. Uses foods to teach concepts (round, smooth, flat, green, etc.).
 8. Reminds children to set the table.
 9. Reminds children to wash hands before eating.
 10. Helps children to understand the importance of eating nutritious meals.
 11. Helps children to develop positive acceptable attitudes toward food and eating.

13. Prepares and supervises nap time.
 1. Gets children in the mood by playing music, reading a story, etc.
 2. Assists children in getting rugs or mats.
 3. Sits and relaxes with children to serve as model for expected behavior.
 4. Maintains consistent expectations of nap procedures.
 5. Helps children put mats and rugs away.
14. Plans and carries out excursions.
 1. Selects experiences appropriate to children's ages and interests.
 2. Prepares children with stories, discussions, etc.
 3. Helps children anticipate what to look for.
 4. Discusses field trip on return and relates it to other activities.
 5. Provides for permission slips and makes arrangements if all children cannot go.
 6. Plans for emergencies (bathroom, sickness, drinks, spills, etc.).
15. Plans and supervises outdoor play.
 1. Allows children to be louder and rougher within reason.
 2. Considers safety precautions.
 3. Allows children to select own activities, at least part of the time.
 4. Allows children to settle their own disputes as much as possible.
 5. Helps children pick up and care for equipment.
 6. Provides opportunities for children to exercise large muscles.
16. Plans and supervises indoor play.
 1. Provides a number of different media (books, puzzles, role play, blocks, etc.).
 2. Helps children to use quiet voices.
 3. Allows children to select own activities, at least part of the time.
 4. Allows children to settle their own disputes as much as possible.
 5. Praises children for putting away and caring for toys properly.
 6. Stimulates children to use their imaginations.
17. Prints in a way which provides a good learning experience for young children.
 1. Prints clearly and correctly.
 2. Uses capitals and small letters appropriately.
 3. Verbalizes word being printed to child.

18. Provides for interesting and comfortable physical environment.
 1. Adequate light, heat, ventilation.
 2. Places similar activities in same area of the room (quiet, noisy, art, toys, etc.).
 3. Provides for lockers or coat room near doors. Lockers can have a picture the child selects and his name, so can locate his belongings.
 4. Provides bright, stimulating pictures and wall coverings.
19. Deals adequately with child's introductory period in the center.
 1. Provides name-tags.
 2. Lets child look over the room and get used to it and the adult workers.
 3. Helps parents to understand that tears are normal.
 4. Helps parent to feel comfortable until she and the child decide it is time for her to go.
 5. Verbally lets the child know that they are happy to have him.
20. Evaluates his contributions to the program.
 1. Verbalizes his ideas in staff meetings.
 2. Knows his responsibilities.
 3. Shows willingness to accept responsibilities.
 4. Accepts criticism and suggestions from supervisor.
21. Works as a member of a team.
 1. Learns names of employer, employees, parents and children.
 2. Becomes familiar with policies, schedules, etc.
 3. Cooperates with other workers.
 4. Willingly accepts additional responsibility.
 5. Assists in overall evaluation of each child.
22. Relates adequately with parents.
 1. Communicates effectively.
 2. Utilizes observations for conferences.
 3. Knows parents' names.

MORE HELP NEEDED

We are continuing to work on the next volume of the ILLINOIS TEACHER, and we'd like your contributions and those of your students. In one issue we'll be looking at consumer education in particular and would like from you some examples of consumer behavior which you have observed or experienced that seemed especially humane or humanizing, that is, it made you, or someone, feel more like a fully functioning human being. Or, an example of some teaching experience you have had in consumer education which seemed especially humanizing for you and/or a student. Won't you write a paragraph below to share your ideas? Sign or send anonymously as you choose.

Please ask a number of your students to finish the statement below.

I feel like an important person in my home economics class because . . .
Or, I felt like an important person in my home economics class when . . .

Age _____ Class _____ Sex _____ Name if you wish to sign _____

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

OLD VALUES AND NEW APPLICATIONS

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FOREWORD

In this issue of the ILLINOIS TEACHER we call your attention to several concerns in home economics education today. The rapid growth of Middle Schools brings questions about what they are, what to teach and how to prepare teachers for these programs. In addition to the articles included here to start your thinking, we suggest you examine the references in Dr. Horn's article, especially Nos. 7 and 16.

If home economics has a unique contribution to "tween-agers" in the middle school, space and equipment for home economics should help facilitate the program. The article by Mrs. Oppert contains ideas equally appropriate for home economics programs at any level whether one is at the drawing or the dreaming stage. She suggests that ideas be ready when opportunity knocks. As new school programs are planned, let's hope they are not forced into old homes, or even new places, if developed from out-moded patterns.

Working with the physically handicapped is an increasing concern for many home economists as professional workers try to maximize the potential of each individual. The article by Parker and Firebaugh not only describes an experience which illustrates the help a home economist can give to a handicapped homemaker, but also illustrates how principles of home management come alive to a prospective professional worker.

Lastly, in order to be truly current, readers are encouraged to study a new book, CAREER EDUCATION. This concept as described therein is an important one for all educators to understand. Home economists are given an important role to play in the total endeavor.

At least once a year we give readers a chance to check files and order individual issues if desired. An order blank is provided for this purpose.

And, in case you missed our request for help in the last issue, the last page repeats our plea for your ideas about HUMANENESS.

Mary Mather
Editor for This Issue

SOME THOUGHTS ON THE MIDDLE SCHOOL

Mary Mather

"Middle school" or "Muddle school"? Judging from pros and cons of middle school organization discussed in the literature as well as uncertainties about program implementation and teacher preparation, the latter phrase almost seems appropriate. However, the following definition may help keep ideas in focus.

The middle school consists of organizational and program arrangements for students who are no longer children and not quite adolescents. It is a school for "tween-agers," not teen-agers. Students may range in age from 9 through 14, although 10 to 13 is more typical. Grade patterns may be 5-8 or 6-8, although several age-grade patterns exist in practice.

Concern for these "tween-agers" as learners and providing a bridge between elementary and high school seem to be hallmarks of the middle school philosophy. Therefore, the phrase "program arrangements" in the above definition should be emphasized, albeit a given middle school may come into existence by some administrative reorganization arrangement.

Staffing a middle school is a problem since, traditionally, teachers have been prepared as either elementary or secondary school teachers, not for the in-between years. Two conclusions about the kind of teachers desired have been expressed by a director of an N.D.E.A. Institute for the preparation of middle school teachers. These are:

First, we concluded that every middle school child has a right to a teacher who knows the nature of older children and adolescents, and knows how to work with them in ways which lead to self-understanding, self-acceptance, and a positive sense of worth. In reality, it is the nature of the middle school student that differentiates teaching in a middle school from teaching at any other level of the school ladder. These pupils need the guidance and stimulation of teachers who see as their main goal the full development of the creative potential of every individual in the middle school.

Second, we concluded that every middle school pupil has a right to a teacher who knows enough about the subject area he teaches to be able to transmit the basic simplicity underlying all disciplines in such a manner as to create enthusiasm for learning on the part of students.¹

Can home economics teachers fit into these qualifications? I think good ones can. The next two articles will give some clues.

¹*Teacher Competence for the Middle School Years*. Report of a conference conducted by Upper Midwest Regional Educational Laboratory, St. Paul, Minn., 1967. p. 37.

HOME ECONOMICS IN THE MIDDLE SCHOOL

Fern M. Horn

Professor Home Economics Education
University of Wisconsin-Stevens Point

The following article is the text of a speech given as part of a symposium on the Middle School to members of the National Association of Teachers Educators in Home Economics at the December 1971 American Vocational Association Convention.

It is a pleasure to discuss some of my findings in relation to home economics programs in the middle school. About three years ago I began receiving a number of requests for help in developing courses, particularly for grades 5-6. At that time we had approximately ten schools in the state with such programs; these have now increased to over forty which offer home economics. However, programs vary. Some have home economics for grades 5-8, some for 6-8, and some only for grades 7-8.

The Survey and Findings

In order to help teachers in the development of an appropriate curriculum for grades 5-6, I surveyed the literature available, wrote to state supervisors across the nation as well as to teachers in middle school programs in many states, and examined elementary texts, reference materials, and curriculum guides.

The findings were interesting. The majority of the teachers sent the concepts they covered, a description of the administrative organization, references used or lacking, and problems encountered. Classes for grades 5-6 were usually coeducational and for 6 to 9 weeks on a rotational basis. In some instances the teachers indicated that the type of program was administratively imposed and they would prefer another organizational pattern. Most teachers indicated they did not know what to incorporate or where to find appropriate material. As a former elementary teacher I was most disturbed with some of the programs as they either duplicated what was taught in other classes, watered down what was taught at grades 7-8, or included "busy work" and nonhome economics concepts.

Information received from the state supervisors shed further light on the problem situation. Most indicated that they had no curriculum guidelines developed. Of those who had begun this process, New York State had the most comprehensive materials developed.

State supervisors also expressed a number of concerns similar to those found by others researching this problem.

1. A number of schools were developing their curriculum from secondary programs with little attention to needs and interests of the learners.

2. Internal organization patterns were varied causing difficulties in program development. Some schools had home economics integrated into a unified arts program or occupational programs. A few had home economics teachers as consultants or members of a team for the middle grades. Concern was expressed as to what would be the best approach for home economics at this level.
3. Many programs were experimental in nature and lacked adequate teacher preparation and curricular materials. Home economics teachers were often hesitant to teach coeducational classes.
4. Since many states do not have teachers who are prepared to teach home economics below grade 7, they do not, therefore, meet certification standards. For example, Wisconsin requires both a methods course and one in developmental reading for anyone in a special field who desires to teach at the elementary level. Thus in-service education will be necessary to prepare and support teachers for changes needed in program development.

Impetus for Middle Schools

To ascertain what brought about the emergence of the middle school and the various patterns of organization, the responses from the classroom teachers were examined along with relevant literature. In a number of instances grades 5-8 were placed together merely for better building organization and utilization. In other cases, a planned curriculum to aid the learner in meeting his growth and developmental needs was the basis for this organization.

Current literature states that the middle school is neither an elementary nor a secondary school. It brings together preadolescents and early adolescents in either grades five through eight or grades six through eight. This age group has been identified as unique as far as growth and development are concerned; therefore, the program offered is a critical factor.

William Alexander, in *The Emergent Middle School*, indicates that a statement of the purposes of teaching in a middle school should be formulated. He suggests that:

1. The middle school aims to help the pupil understand himself as a unique human individual with personal needs and shared social responsibilities.
2. Another purpose of the middle school is to assure every pupil a degree of success in understanding the underlying principles and the ways of knowing in the areas of organized learning.
3. Another major purpose of the middle school is to promote maximum individual growth in the basic learning skills.

4. The middle school also aims to permit wide exploration of personal interests.¹

Needs of Young Learners

Since it is generally agreed that consideration of the nature of the youngster is important to the development of an appropriate learning environment, I would like to elaborate on this factor. One of the most common characteristics of this age group is the difference between individuals. There are marked differences in size, weight, skills, interests, and maturity.

There are also differences between these youngsters and those of other generations. Recent studies indicate that the onset of puberty is occurring earlier than in former generations, that youngsters are acquainted with things earlier through mass media, and that youngsters are having more experiences at an earlier age. These factors point out the effect that environment has upon intellectual growth. They also point out the necessity for a diversified program emphasizing creativity, flexibility, and independence under adult guidance.

The requirements of the youngsters of today could be met by an integrated approach with instruction by specialists working together as interdisciplinary teams. I see at this point home economics as part of general education and not as a special field. In addition, Havighurst cites three major developmental tasks that are relevant to the middle school: (1) organizing one's knowledge of social and physical reality, (2) learning to work well in the peer group, and (3) becoming an independent person.²

Four major curricular areas were also examined by Alexander resulting in the following common emphases which seemed significant.³

1. The importance of the student's own investigations that lead him to understand basic concepts in the various disciplines and especially in mathematics and science.
2. The application of mathematics and language skills and of basic concepts in science and social studies to everyday activities and problems.
3. The relationships of people and cultures to each other, to their institutions, and to their environment.
4. The significance of organized knowledge, especially of major generalizations in the various fields to the understanding of people and their ways of living.

¹Wm. Alexander and others. *The Emergent Middle School*, New York: Holt, Rinehart, and Winston, Inc., 1968. p. 84.

²R. J. Havighurst. The middle school child in contemporary society. *Theory Into Practice*, Vol. 7, No. 3, June 1968. p. 121.

³Alexander, *op. cit.* pp. 78-79.

5. The role of literature and the arts in the development of communication and culture.
6. The individual's mastery of such ways of thinking about and attacking questions and problems as will yield reliable answers and solutions.

Implications for Curriculum

Now if one briefly summarizes the characteristics of the learners and relates these to the suggested significant emphases you could draw the following implications for program development in grades 5-6. You will note that many of the concepts that could be covered are in the field of home economics.

Since those enrolled in the fifth grade are usually more relaxed, enjoy a variety of experiences including family activities, enjoy learning of facts in a variety of areas but have a short attention span, the curriculum should provide a variety of opportunities for them to develop good study skills, fundamental skills, and concepts necessary for everyday living.

In addition, they have a wide variety of social and cultural values; girls are showing approaching adolescence, are frank and openhearted, indulge in snacks; messiness is at variance with cleanliness, and some sense of money is beginning. Therefore, the curriculum could include experiences which help develop a wholesome attitude toward self, nutrition, ways of storing and cleaning various items of clothing as well as their own treasures, and realistic math problems on the use of money.

The average sixth grader is undergoing quite a change, particularly the girls who are of varying sizes and shapes. They are more restive, talkative, and moody. Curiosity, interest in others, and loyalty to the family are evident. Many show great concentration in school work in relation to concrete and specific information. Money takes on more importance especially that which is concerned with personal spending. Food fads are often adopted and may have emotional meanings.

Again these characteristics have relevance in program planning as these students need not only variety but active participation in class experiences. The teacher needs to be skillful but firm with empathy to the changing moods. Consumer information utilizing the decision-making process could be helpful. Orientation to the world of work through individual study could also be incorporated.

After these conclusions were drawn, current textbooks, illustrative materials and elementary curriculum guides were examined. To the surprise of many home economists, the elementary curriculum contained many concepts from our field in the areas of family relations, nutrition, care of clothing, family responsibilities, sources of clothing and textiles, foods, and housing, money management plus others. Teaching materials had improved tremendously since I taught at this level.

But I became very concerned when I reflected upon the preparation of elementary teachers to handle these concepts. How many have had nutrition, physiology, family relations, food and clothing care, etc., as part of their course backgrounds? Many not at all, and some only as high school students. It is my feeling that we have an excellent opportunity to contribute as a member of a teaching team at this level particularly in science, social studies, and health classes. I see this as a more important position to aid in the growth and development of the learner than that of a member of a unified arts team which appears to be the pattern of organization in the majority of middle schools. In this case we are something extra not a vital part of the student's general program, but fun and games.

Reaction to Curriculum Ideas

After preparing a suggested curriculum for grades 5-6, I selected a random sample of ten teachers who had replied to my original letter and an equal number of general classroom teachers to react to the materials for appropriateness. In addition, copies were sent to a similar number of teacher educators and state supervisors. The responses were quite unexpected. The teacher educators felt the material was too difficult and yet the elementary teachers cover this material with their textbooks. Home economics teachers did not see how some of the concepts could be incorporated into the unified arts program. It was not my intention, however, to plan such a curriculum as I do not agree with this organizational pattern at the 5-6 grade level. The general classroom teachers were extremely enthusiastic and appreciative of ways they could enrich and make more meaningful the concepts they were teaching.

In conclusion:

1. There are a variety of organizational patterns found in middle schools, some which offer home economics usually in a unified arts program.
2. Few home economics teachers have adequate preparation to teach at this level.
3. Students in middle school programs are ready to develop critical thinking processes including decision making, problem solving, and inquiry.
4. There are a variety of reference materials available with home economics concepts incorporated in the areas of health, science, and social studies in elementary school materials. No specific home economics texts have been written for grades 5-6.
5. The program could include concepts from the areas of family relationships, food, clothing, and housing as they relate to the everyday living patterns of the youngsters.

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HOME ECONOMICS WITH YOUNGER BOYS AND GIRLS

Barbara Palmer

Barbara Palmer is a 1971 B.S. in Home Economics Education graduate from the University of Illinois. Her enthusiasm for working with younger children led to her position as home economics teacher at the Butterfield School in Libertyville, Illinois.

John, a fifth grader, is making a vest for his father; Katie and Suzie are planning a nutritious luncheon which they will prepare and serve to their parents in the home economics room next week; Sandy, an eighth grader, is making a list of food sources high in iron since her doctor told her she was anemic; Nancy, a seventh grader, is writing her own booklet on grooming, clothing selection and individuality entitled, "Me"; and a group of fifth through eighth grade boys in the "Bachelor Living" class are planning for the faculty breakfast which they will prepare and serve soon. The home economics room in an elementary school (Grades 1-8) is an active and exciting place to be teaching. The experiences offered, in most cases, are new and challenging to the students whose capabilities and capacities are remarkable at a young age.

My major objectives as a home economics teacher in this elementary school are:

- to organize my classroom and curriculum offerings so that there is always something specific to offer each child;
- to coordinate activities in home economics with activities in other centers of the school, the community, and the world;
- to provide success experiences for the students who come into the home economics room; and
- to lay a "groundwork" of basic learnings and enjoyment in home economics.

Just as I have objectives for myself as a teacher and educational objectives in home economics subject matter, I ask that every student who enrolls in one of the home economics classes, or chooses to do an independent project, also make goals for himself. Thus, the student and teacher work together throughout a unit of study completing a form with the following headings:

- a) goals set by student and teacher
- b) adjustments and/or accomplishments toward goals as viewed by student and teacher
- c) additional comments by teacher.

A copy of this form then becomes a part of an individual folder which contains the work and shows the progress of each student (see p. 209).

BUTTERFIELD SCHOOL
STUDENT PROGRESS AND EVALUATION

Name of Student _____

Course Title Join the Lunch Bunch Center Home Ec./Expression

Instructor _____ Advisor _____

A. Goals. Date _____

- (1) To learn basic principles of meal planning.
- (2) To learn the Basic 4 Food Groups.
- (3) To experience the actual preparation of food products in an organized manner for meal service.
- (4) To demonstrate proper meal service and manners.

Student goals for this experience:

B. Adjustments and/or accomplishments toward goals as viewed by student and teacher. Date _____

C. Additional comments by teacher upon completion of course. Date _____

D. Advisor Comments Date _____

Open Lab

Each day for at least forty-five minutes there is a period of time scheduled as "open lab" in which any child, after planning and setting goals with the teacher, can "do his own thing." Thus, through individualization, it is possible to make the home economics room a center which meets the needs of all students and makes home economics enjoyable. For example, three athletes from the eighth grade might come in and challenge themselves to a pizza that contains adequate servings from each of the Basic Four Food Groups, or a second grader might hem a blanket for a doll or a new brother or sister.

Organized Classes

One daily class, "Join the Lunch Bunch," involves two individuals, or small groups of students, in turn in planning, preparing, and serving a luncheon in the home economics room for guests (friends, parents, or teachers). The major objectives of this course are:

To plan, prepare, and serve a nutritionally well-balanced, attractive meal.

To prepare new foods or use methods previously untried by students.

To gain a basic understanding of meal management, food costs, and shopping for groceries.

Students begin a learning packet in this class by choosing a date and putting their names on a large calendar. Their first responsibility is to plan a menu which contains foods from each of the Basic Four Food Groups, is attractive, and contains foods that taste good together. After the completion of each step, the teacher gives her approval to go on to the next. Following are the remaining basic steps in this packet:

- II. List guests and make invitations.
- III. Select recipes to be used and copy onto cards.
- IV. List ingredients, utensils, and serving dishes needed.
Draw a sketch of the table setting.
- V. Write the grocery order and go shopping. (Students provide their own supplies for this particular project.)
- VI. Estimate the cost of the meal.
- VII. Make a time schedule for preparation of all parts of the menu.

The learning packet for this project also includes a beginning section for students to write their goals and new learnings to be achieved, and an evaluative section to be completed by the teacher and student no later than the day following the luncheon.

Other Units

Other examples of units of study which are offered in the elementary home economics programs are:

"Sew-In I" -- basic skills and use of the machine

"Sew-In II" -- use of a commercial pattern in making a garment

"It's the Vest-Age" -- boys' clothing construction class

"Foods and Families Around the World" -- an attempt to coordinate social studies and home economics by studying family life and social customs along with eating habits of people around the world

"Math in the Kitchen" -- a team-teaching effort to help students see the interrelationship between math and home economics

"Cooking Chemistry" -- another team-taught course which introduces the science and experimental method in cooking

"Nutrition Nuts" -- emphasis on nutrition and preparation of nutritious food products from the Basic Four Food Groups

"You" -- a unit for sixth through eighth grade girls on individuality, personal and social problems, grooming, and clothing selection

"Babysitting and Child Care" -- a unit for older students in basic child care culminating in a 1-2 week, semi-realistic nursery school situation in the classroom

"Bachelor Living" -- a basic foods and nutrition and clothing care class for boys

Other foods and nutrition units have been developed around "Meats and Milk in Your Meals," "Fruits (and Vegetables) for the Fruity," and a Christmas unit, "Cookies, Candies, and Breads."

Benefits

No one in this school has to take home economics, yet it is one of the most active centers in the building. It seems to offer a perfect atmosphere for helping each individual student better understand and respect himself, other people and the world around him.

In a class entitled "You" students were challenged to write their own books using suggested chapter titles such as "Getting To Know Myself," "Analyzing My Likes and Dislikes," and "Dressing To Be Me." Quotes from some of these booklets indicate development of self-concepts as well as a recognition of uniqueness in individuals.

"Some people don't know what their own personality really is. This happens when they do things that other people are doing and don't stop to think if they really enjoy doing it or not."

"Everyone has a personality of his own. My personality is a combination of almost everything."

"I love to be happy and giggly which I am a lot. I get the giggles at the wrong times and places sometimes, however, and then I seem to get into trouble."

"I really enjoy life a lot and I try to help other people to enjoy it, too."

One mother reported that her son had continual difficulty in oral presentations, but gained a great deal of self-confidence after giving a demonstration of Cherries Jubilee. This was fascinating to his friends and fellow students in the Bachelor Living course for sixth and seventh grade boys. When the Bachelor Living class worked together to sponsor two group projects--a faculty pancake breakfast and a Valentine Day tea for mothers--terms such as "cooperation," "understanding," and "organization" became realities rather than vague abstractions.

Home economics certainly has a link with nearly all other subject areas, and all areas of living and self-development. By exploring these links at the elementary level¹ and by individualizing and opening the program for students at an early age, the subject matter takes on an exciting light which hopefully will spread into more advanced home economics study.

¹Mrs. Rona Spiegel explores family living with fifth graders in an article in the April 1972 *Forecast*.

IDEAS ABOUT SPACE AND EQUIPMENT FOR HOME ECONOMICS DEPARTMENTS

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Winston Churchill is reported to have said, "We shape our buildings, and thereafter they shape us." This statement is especially applicable to school buildings and classrooms. The effect of the physical structure on the program and the people can be considerable.

- How do your surroundings affect you and the type of program you attempt to carry out?
- What type of image do your surroundings give?
- How do you utilize your surroundings?
- Whom do your surroundings serve?
- When do you act to change your surroundings?
- Where can you get help?

This article attempts to help answer these questions. Its purpose is to help you, the home economics teacher, develop your theories about space and equipment and, using them, to develop a more effective department. This article does not attempt to show you how to draw a floor plan. A kit is to be developed at the University of Illinois and, when ready, will be available on loan for that purpose.

Traditionally our home economics courses have been designed to prepare girls for homemaking. More recently, more and more boys are enrolling and additional courses have been designed for pre-professional students and for students going into occupations directly after high school. This article concentrates on space and equipment for the general and pre-professional courses. Several excellent sources of information about space and equipment for occupational home economics programs are available (see resource list following article).

What Type of Image Do Your Surroundings Give?

What would a stranger think if he walked in when the students were gone? What would he assume you taught?

Our surroundings communicate a lot about us and our programs. First of all, they give an immediate impression to every person-- student, teacher, administrator, parent, or guest. The impression may be very bright, cheery and welcoming; it can be dull, dark, and forbidding, or anywhere between these two extremes. Second, our surroundings give an indication of our programs and activities. When all of

the space is taken up with unit kitchens and sewing machines, what activities would a stranger assume to be taking place? If students did not see multiple kitchen units when they came into class would they still ask, "Are we going to cook today?" The way the home economics department looks can tell a story about the offerings in home economics.

Have you thought about what your department communicates to others? What type of program or curriculum does it indicate you are teaching?

The location of the department may also communicate a message to those passing by. A department in a "wing" of a building with science departments may conote one thing, while a department surrounded by art or vocational departments may tell a different story. A location in the central area of a school gives a different impression than a department located at the end of an upstairs or basement hall. Teachers may not have a choice in deciding where their department is located but they can be aware of what their location says to the students and faculty. Then, if needed, they can work to change this impression.

Another type of communication that is important is the relationship between the home economics department and the people in the school district. In order to ultimately obtain the kind of department desired, we need to have meaningful communication with a variety of people. A carefully selected committee of citizens from the school district can help give direction to the program as well as helping the community understand the program, needs, and desires. Those people who make decisions also need to be "educated" over a period of time as to what is needed and desirable. Communication should be continuous and involve all of the people in the district plus those from outside who are involved with decision making and in building and/or remodeling.

BASES FOR PLANNING

The *curriculum* should be the base from which the physical plans for a department are derived.

Curriculum, according to Caswell, consists of all of the experiences that pupils undergo under the guidance of the school. Anderson defines the curriculum "In terms of the quality of pupil experiences." The difference between educational program and curriculum must be kept clearly in mind. The program determines the number and types of spaces needed, but the curriculum dictates the specific features the instructional and supplementary spaces must include.¹

Unfortunately, many spaces limit the type of curriculum activities that can be carried out. Sometimes a little imagination and a few alterations can help to modify the space. Other subjects can be taught in foods and clothing labs if there is appropriate space and equipment.

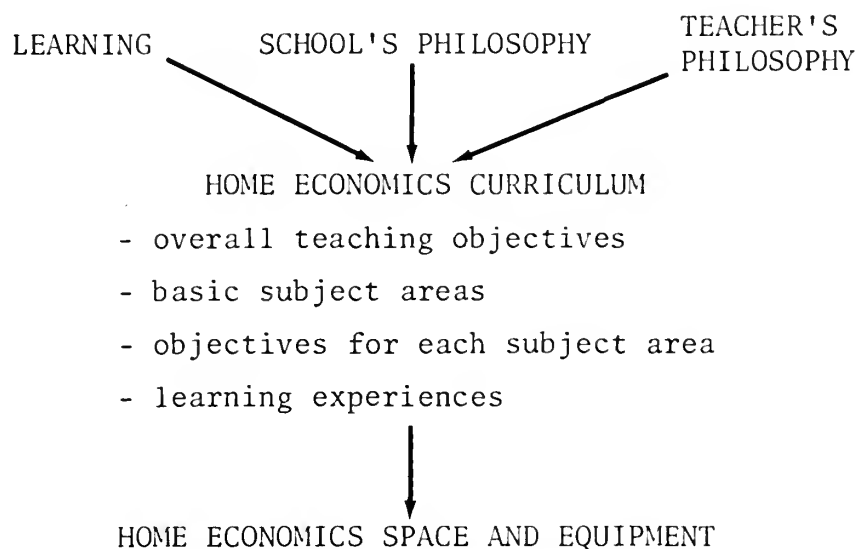
¹Basil Castaldi. *Creative Planning of Educational Facilities*. Chicago: Rand McNally and Co. 1970. p. 3.

But what can be done when it is time to remodel, or build, to insure the possibility of teaching any desired curriculum? We need to think about the type of facilities needed now but, just as importantly, we need to think about possible future needs.

To begin with, we need to decide what we want to accomplish. What are our overall teaching objectives? What basic subject areas are going to be taught? Why did we choose these particular areas? What are our teaching objectives for each specific subject area or, stated another way, what are the hoped-for behavioral outcomes for students' learning? By determining the answers to these questions one can provide a firm base for decision making and justifying decisions to others. And this approach helps to insure that there will be suitable space and equipment for the desired activities.

It can be said with certainty that tomorrow's educational planners will be primarily curriculum specialists, with new school construction serving as "prime mover" to the improvement of educational programs and the expansion of educational services. This curriculum-centered planning has already resulted in flexibility and expansibility being two of the most common characteristics of recent school buildings.²

There are other fundamentals that should enter into our planning. These are learning (the basic goal of education), the philosophy of education expressed by the local school district, as well as your own philosophy of home economics education. The curriculum needs to be compatible with and to provide for these three fundamental elements. If they are included at this point, the space and equipment of the department will ultimately reflect them. Planning for space use should follow plans for learning experiences. This is expressed diagrammatically below.



²Donald J. Leu. *Planning Educational Facilities*. New York: The Center for Applied Research in Education, Inc. 1965. p. 96.

Class Size

One of the important elements in planning home economics space and equipment is class size. Will classes always be the same size? Schools have traditionally had rooms of a similar size and shape. These rooms were also similar in lighting, windows, floor materials and so on. It's no wonder that school buildings have been said to resemble egg-crates! In addition, the rooms were often the wrong size for many learning activities.

Say "School" to almost anyone, and you conjure up the mental picture of a rectangular room that encloses a teacher facing approximately 30 pupils. It is hard to think of many significant occasions when people group themselves in this way outside of education. In business or the professions, people work alone; or they talk things over with somebody else; or they confer in groups of three or four up to a dozen or so; or they join large audiences--numbering hundreds, sometimes more--for exposition or demonstration. Yet the prevailing pattern in schools is the conventional class, with a fixed number of students and the solitary teacher who rules her roost with a minimum of either support or interference from outside. By and large, the compelling reasons behind this pattern have more to do with accounting and administrative procedures than with learning.³

A new concept in regard to grouping is emerging. Groups are not static but constantly changing. Some new schools are being designed for various sized groups--large groups, conventional classes, seminars (small groups), one-to-one dialogue, and individual work. Of course this grouping calls for other changes in addition to classroom size but the results are very encouraging. Students are learning interaction skills. Instructional aids and techniques can be used more effectively, and learning can occur independently. Students accept responsibility for their own learning as they progress. Certainly this is more like life. We need to plan facilities and furnishings so that they will encourage interaction between all people.

Can your department be used by different sized groups? Can several classes gather to watch a film or other type of presentation? Is there a comfortable space for conventional size classes? Can a group of 10 or 12 students gather in an appropriate place for discussion, debate, opinion-forming, etc.? Is there an intimate environment where you and a student can converse face to face? Is there an area where students can find some privacy and work by themselves? Can several of these groups meet at the same time? Is there a storage place for individual and group projects and belongings? These are all things to plan for when designing a new department. In existing departments it is often possible to accommodate different size groups by changing the furniture. In some cases it can be rearranged, other rooms it may be too heavy or

³Ronald Gross and Judith Murphy. *Educational Change and Architectural Consequences*. New York: Educational Facilities Laboratories. 1968. p. 20.

large to move. It may be possible to exchange furniture with another department (example, desks and tables) or it may be necessary to purchase new furniture in order to accommodate varying sized groups.

Changes in the Future

The next consideration is possible changes or trends in the future. Can this school be usable 25 or 50 years from now? Can the department be easily modified to fit changing curricula? Can we incorporate new equipment that may become available?

What does the future hold?

We must dispose of the notion that social change is a process that alters a tranquil status quo. Today there is no tranquility to alter. Given the swift transformation in our world, even institutions that are fairly young, as history goes, find themselves woefully out of date. The rush of change brings a kind of instant antiquity.⁴

Accepting change and divorcing ourselves from our own "marvelous ideas" may be one of the most difficult things we have to do as home economics teachers. We become content with our present ways and habits. It is relatively easy to browse through a home economics book or magazine and learn about a technique that we haven't tried. But it becomes more difficult to change our habits and use changed habits in the classroom. It saves time to re-use old exams and re-run duplicated pages. It is simpler to structure this year's course like last year's. It is difficult to try to keep up to date. Today it is easier than ever before to become an "instant antique."

"Home economics, in the world of tomorrow, will help individuals and families to solve problems created by . . . changes. The real problem will not be to suppress change, but to teach people to manage change. In order to do this we must anticipate changes and learn to package them in digestible hunks!"⁵

The changing roles of women and men, changing structures and roles of the family, as well as changing value systems, are making a deep impression on students. How can you change your curriculum to accommodate these changes? What will these mean in terms of space and equipment? Perhaps some trends suggest that we re-examine traditional reasons for production of "things" and be more concerned with "humanizing" each individual.

⁴John W. Gardner. *The Recovery of Confidence*. Quoted by Donald P. Ely. Some prior questions. *Instructional Technology and the Planning of School Facilities*. Edited by Fredrick G. Knirk, Edward H. La Franchi, and John P. Moore. University of Southern California. 1971. p. 1.

⁵Myrtle E. Hunt. The year 2000 may come early--home economists must dare to dream. *New Directions for Vocational Home Economics*. American Vocational Association. 1971. p. 11.

Exciting changes are taking place in our appliances and equipment, too. A few years ago we assumed that we would always have traditional gas and electric ranges. Now smooth-top and electronic ranges are replacing many of the more traditional models. And who would have dreamed of trash compactors five years ago? What types of appliances will be developed five years from now? 10 years? 20 years? What principles can we teach that will apply 10 years from now? Can we design and plan for tomorrow's equipment? A possibility to consider is borrowing or renting equipment. There are many factors to consider when making this decision including the transportation costs, period of time the equipment is needed, availability and service.

Educational Trends

Exciting new trends are also developing in education. The old assignment and recitation mode is being replaced by encouraging students to learn by discovery and to become actively involved in learning.

The modern school is rapidly becoming a flexible, informal place for enriched and fruitful living. It is organized to lead children through those experiences which will aid them in understanding themselves, other people, and the world around them; provide them with the tools of efficient communication by which they can share experiences with others through languages and forms which have a common meaning; develop their unique talents for effective use; and lead them into ways of living that will make them satisfactory and satisfied members of our society. To meet these goals the modern school is designed for many and varied activities.⁶

The "open classroom" idea has received a lot of publicity. This basic idea is not new in the education field. Similar ideas were expressed during the 1930's as part of the "progressive" education movement and the idea has been implemented in England for some time.

Open education: What is it?

The term "open education" refers to an approach to elementary school teaching which has spread widely throughout the British infant schools--enrolling children aged 5-7--since World War II and which has been cropping up in a variety of American classrooms over the past four or five years.

Based on an impressive body of research and theory on how children do--and do not--learn, the approach discards the usual elementary classroom set-up and the traditional roles of teacher and students for a freer, more informal, and highly individualized learning experience.

Although there is a world of difference between British and American schools working with open education, characteristics common to classrooms using the approach on both sides of the Atlantic are:

⁶Darell Boyd Harmon and Associates. *Flexibility in the Co-ordinated Classroom*. Cleveland: The E. F. Houseiman Company. 1956.

- Classrooms are decentralized and the familiar rows of desks and chairs replaced with separate "learning areas."
- Children are free most of the time to move throughout the room, talk to each other, and choose their own activities. Children from different grades frequently work together in the same classroom.
- Teachers work mostly with individual children or groups of two or three.
- Heavy stress is placed on designing a classroom environment rich in learning resources, including plenty of concrete materials as well as books and other media.⁷

When schools are built or remodeled to incorporate the open classroom concept they are frequently constructed almost completely without inside walls. Usually the only walls are around stairs, rest rooms and noisy areas such as the music department. Unfortunately many architects have also classified the home economics department as a noisy area and closed it in. However, when architects design a house with an open plan they do not put walls around the traditional "homemaking" areas. Perhaps home economics departments do need some separation from other areas in the school, but much can be gained by utilizing the open classroom concept within the department. Children learn a great deal from observing and interacting with other family members in the home. Won't they also learn from observing other students and interacting with other people in the home economics department?

Another trend in education is individualized instruction used with open classrooms and in other settings. This also involves small groups and individuals, and some spaces are usually needed for large groups, too. This suggests many types of spaces and equipment--audio-visual equipment set up for individual or small group use (film loops, audio tapes, slides, film strips, video tapes, etc.), individual study carrels, spaces for large groups, spaces for small groups, conference areas, and various lab stations or learning centers. The centers frequently have a variety of equipment needed to study one area. For instance a lab center on sanitation might include microscopes, slides, stains and reagents, petri dishes, a variety of substances to test, audio visual materials and equipment, appropriate books, periodicals, stories, games, some suggested experiments and so on. As we think through these learning situations the need for a variety of equipment, rather than duplicates of some equipment, becomes evident. The need for storage space also becomes acute. The materials and equipment will need to be stored when not in use, and students may need storage space where they can leave projects undisturbed for varying amounts of time.

Another new development is the extended use of school facilities. Schools are being kept open longer for an extended school day or week or year. In these programs there is increased use of the facilities by the students and teachers. Some communities are letting non-school groups use their facilities during this extended time. The groups may use the facilities for educational purposes, or for fund-raising

⁷Open education. *Nation's Schools*, May, 1971., 87:5, pp. 47-67.

purposes, community programs and recreation. This has eliminated the need for constructing new school buildings in some communities. And it enables the taxpayer to get more use from each dollar invested in educational space and equipment.

"Schools without walls," "alternative school" or "extended curriculum" are other new developments. Here, students can explore activities they normally would not have time for in a regular schedule. They may have classes in stores, banks, and other areas of the community. This type of program can range from one period to one day to five days a week, depending upon the school sponsoring it.

There are many other new educational developments including school parks, electronic learning aids, self-instruction, programmed learning, filmed courses, nongrading, variable time blocks, and schools within a school. It is predicted that there will be an even greater trend toward increased use of mechanical teaching devices and other audio-visual materials in the future. This means that we need to incorporate ample electric outlets and viewing areas. We need to be constantly aware of the new ideas and evaluate them as to their worth in our programs.

Teacher Responsibility

As we look at the many changes occurring in our surroundings we must evaluate them and make decisions. There are three alternatives that we may choose: (1) reject the new idea, (2) accept and utilize the idea, or (3) plan for flexibility so that the idea can be included at a later time. We always need to think of the consequences of the decision. For instance, if we decide to include an electronic range, do we have the appropriate cooking equipment (glass, china, plastic, paper)? By thinking through the decision to the consequences, we can more effectively evaluate the proposed decision. Then we need to communicate our decision and our reasons to others who are involved in school planning such as the architect and the school administrators.

Home economics teachers may not always be consulted early in the planning process. This is unfortunate because the department and curriculum must then be forced to fit the existing situation. Hopefully, the teachers will be included in the decision-making process from the conception of a new department. They may need to compromise and to re-evaluate previous decisions but it is much easier to achieve a workable situation when all of the people involved work together in the decision-making process.

UTILIZATION OF SURROUNDINGS

As home economics teachers we are extremely fortunate. We can incorporate an almost endless variety of activities and techniques into the curriculum. We frequently have a variety of equipment and educational aids that make teachers in other curriculums envious. If there are limiting factors they may be the budget, facilities, and/or lack of imagination on the part of the teacher. When there is a sound curriculum

and when administrators, school board, and community members understand the curriculum the possibility of an appropriate budget and suitable equipment is much better.

Departments frequently have a great deal of repetition in facilities. There are frequently four, five, or six unit kitchens in one room. Is it possible to justify the cost of these? Why do thirty students make cakes the same day? A few students could make cakes and the others could evaluate the time spent, energy used, effect of various types of pans, value of labor-saving appliances, cost of ingredients, and so on. The next day the students could change roles so that each one has the chance to develop his or her skills as well as participate in the cognitive learning situations. In this way fewer appliances and less equipment will be needed and the same learning can occur.

On the other hand, we could provide for individualized instruction in the same situation. It is easy to assume that the entire class needs to participate in each activity and that they will all learn together at the same time. However, research is indicating that individuals have different needs at different times and that they learn when they feel a need. Therefore, we need to find the particular needs of each student and fit the learning experiences to these needs. We can do this by getting to know each student as a person, using a variety of activities and techniques that the student sees as fun and important, and giving the student choices in these activities. In the above example, one student might choose to compare cakes baked in various kinds of pans while another compared the ingredients in different mixes. It is possible that some students would spend weeks on this project, others would spend the very minimal amount of time, and some would decide not to participate and to do something else that serves his needs better.

Facilities and furnishings in our department, as well as activities and techniques, should encourage and promote a variety of ways to learn. One method that we can use is to involve the students in selecting equipment and furniture for the department. This can be a valuable and realistic learning experience if it is possible to involve and include the students in the decision-making process. There is a great deal of information available about equipment and furniture. The following two charts list some of the characteristics to consider when making decisions about furniture and appliances for school use.

Selection of Furniture

- movable
- storable
- sturdy
- comfortable
- appropriate size and shape
- strong
- attractive
- quiet
- easy to care for
- adaptable, flexible
- easy to maintain
- appropriate cost

Selection of Equipment

- features desired/needed
- size
- color and appearance
- safety features
- ease of care
- warranty
- service
- storage provided or needed
- amount of pollution
- hidden costs (plumbing, electrical work, need for exhaust fan, etc.)
- cost

With the variety of appliances and equipment available today it is becoming increasingly difficult to know how to use and care for each of them. Students need to become familiar with, and use, the written information that comes with the equipment and appliances. One effective way to store the instruction manuals and other appropriate information about appliances and equipment is in a large ring binder notebook. Index tabs can be labeled "dishwasher," "disposer," "freezer," "laundry," "range," "refrigerator," "small appliances," "vacuum cleaner," and so on. Each appliance manual, warranty, and other written information can be inserted behind the appropriate index tab. Holes can be punched in the materials if they are the appropriate size or they could be slipped into large envelopes which have holes punched in them. Information such as brand name, cost, date, store where purchased, model number, serial number, warranty number, date warranty was mailed, name of the service department and its phone number, can all be recorded on the sheet with the index tab. The value of this type of information is especially apparent when service is needed, when there is a question about the warranty or guarantee, and when there is a change of personnel in the home economics department. It is a good example for the students and they can learn how to use this information. It can also save the teacher from answering many repeated questions and guessing about the age and care of the appliances.

One very important activity that needs to be considered in planning is the housekeeping or management of the department. How much care do the materials, equipment, and appliances require? Who will supply the "elbow grease"? How often does it need to be done? Are we planning our facilities so that management principles can be easily implemented? The arrangement of physical facilities affects the activities and work of the teacher and students.

Concepts About Space

Are your space and equipment adequate for all desired activities? An important element which this article has alluded to but not discussed so far is *flexibility*.

Of course, the term has become a catchword, and architects complain that too often it allows educators to shift educational problems to them, without indicating the solutions. There is some truth to this criticism: flexibility is a high abstraction and only gets its meaning when broken down into specific requirements to fit particular cases. Thus architect William Caudill has abandoned the word in favor of more specific terms: EXPANSIBLE SPACE, that can allow for ordered growth; CONVERTIBLE SPACE, that can be economically adapted to program changes; VERSATILE SPACE, that serves many functions; and MALLEABLE SPACE, that can be changed "at once and at will."⁸

⁸Gross and Murphy, *op. cit.* p. 15.

It is, perhaps, easiest to think of *malleable space* and this is a concept that can be incorporated into new or older departments. One way to make space malleable is to use folding doors and/or movable storage cabinets. One room can become two or vice versa with folding doors. Kitchen "islands" (movable storage cabinets) can glide in or out on casters. Taller movable storage cabinets can also serve as "instant" room dividers. There are many possibilities, but there are also some problems. Folding doors are not inexpensive and they may not be good sound barriers. When the door separates activities with two different sound levels there can be a problem. Movable storage cabinets can be purchased or designed and made. They can serve a variety of functions but there are times when you will want to store them "out of the way." This can be a problem unless you have thought through your curriculum and floor plan very thoroughly. Do you ever plan to put them in another room? If so, is the door wide enough to move them easily? Can you move the cabinets by yourself? Is there a lock on the wheels so that they will stay in one place? Is there a danger of their tipping over? Will the finish resist marks and dents? Will the storage area accommodate objects of various sizes? Will you need to have doors that lock? When are you going to use moveable cabinets, and for what?

Versatile space is also a concept that can be incorporated into all departments. Consider the space and equipment in your department. What activities can and cannot be incorporated in this space? How many functions of the curriculum is your equipment involved in? Can you justify duplicates of the equipment? It is advantageous to plan the space and equipment so that it can serve many functions.

Versatile space might also include the out-of-doors. An outside access from the department will aid the delivery of supplies and equipment as well as the removal of products and waste. This door can also permit guests, community members, adult classes, handicapped, aged, and small children to enter and leave easily. By planning the outdoor area appropriately there can often be space for outdoor cookery, recreation, toddler's play or outdoor classes.

Another type of space that could be included in a department is an observation balcony. Traditionally this has been a part of college child development laboratories. This area can become versatile space by using it for other activities in addition to child development observation. For example, it could be used for observation of other classes or meetings, individual study and projects, a fitting room, a listening room (tapes, etc.), or a weighing area (a place where learner can weigh in privacy).

Trapezoidal tables and stacking chairs provide many possibilities for flexible room arrangement. Several suggestions for arranging trapezoidal tables are shown on the next page. You can probably think of other ideas for making equipment and space versatile. One more is hanging a large bulletin board to the wall so that it can be dropped down for use as a cutting table when needed.

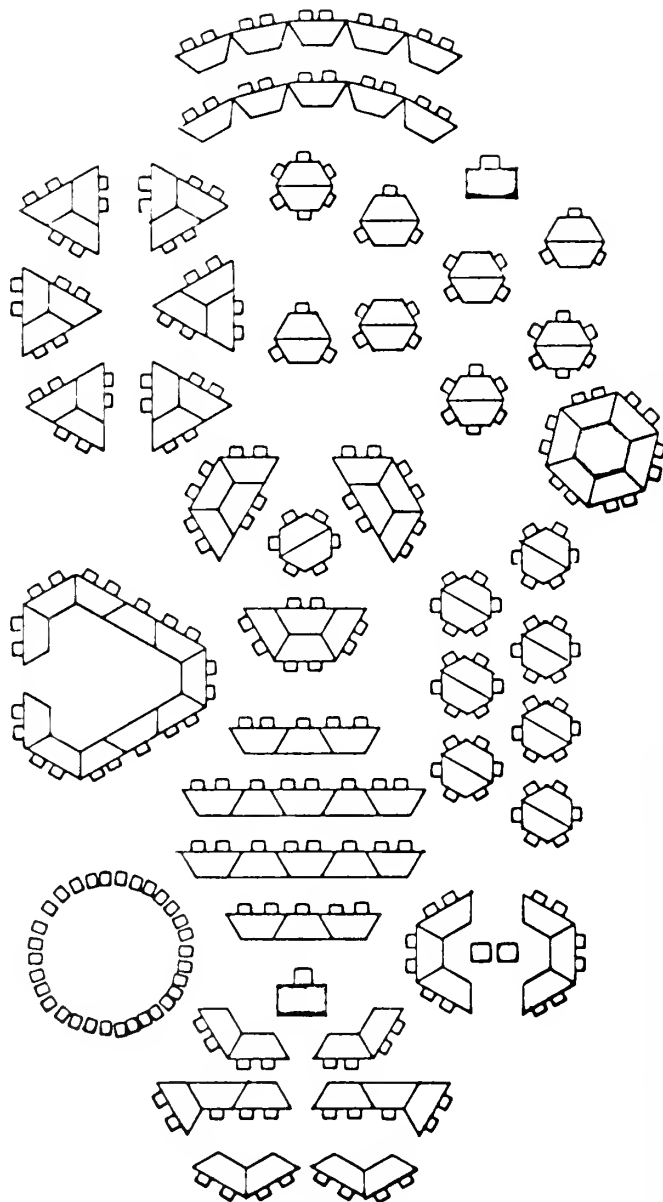
We also need to think about space and equipment that is versatile or that can be adapted to space for adult classes, of both men and

women, and for special groups such as the handicapped or small children. What types of learners do you have now? What will your curriculum needs be 10 years from now? 25 years? Can the space and equipment be easily adapted to these special learners?

For *convertible space* and *expansible space* we will need to project into the future and then rely upon the architects and other specialists. Some architects are now incorporating movable partitions into school buildings. When the program or enrollment changes the partitions can be moved to make different sized rooms. The expense and inconvenience of remodeling are eliminated but it does take time and personnel to make the changes. Many schools are designed so that additions can easily be made to the building. This is *expansible space*. What will your department need in the future? What plans can be made now?

Important spaces not to be overlooked are areas that teachers can use for preparation and storage of supplies and equipment. These may be office areas and/or storage and preparation rooms. These are particularly important in multi-teacher departments where teachers are sharing rooms as teaching stations. Ideally each teacher will have an enclosed area where personal conferences can be held, materials for presentations can be assembled, exhibits can be designed, bulletins can be assembled, supplies and equipment can be stored, files can be housed, etc. This area will be most helpful if it is near or in the teaching area and if it is not part of the traffic pattern in the department.

How can we add *variety* to our department? Can we make schools attractive and desirable? Do all rooms have to have the same windows, doors, flooring, lighting, ceilings, and wall materials? Can't we change this institutional atmosphere? Why not use different materials, colors, shapes, textures and patterns when possible. By applying the art principles we learned and are teaching, we can avoid a monotonous environment. Let's incorporate some variety!



Trapezoidal tables in a variety of arrangements.

Variety and flexibility also suggest *informality*. These characteristics give a "feeling" about the department. The decor used, the kind and amount of equipment plus the materials used in them help give the department a "feeling" or atmosphere. If a "homey" atmosphere is developed, someone may say that the students could learn the same things at home. If you strive for a "scientific" atmosphere, someone may accuse you of being cold and not home loving. We do not have the perfect answer, let the curriculum and the people who use the department help determine the atmosphere.

Whom Do Your Surroundings Serve?

The new trends in education suggest that the teachers, as well as the students, are *learners*. The teacher's function is more of a guide and less of an "information giver." Another word used to describe the teacher's function is facilitator. These trends suggest that the teacher's desk and podium no longer command the center of attention in front of the room. To be most effective, the teacher will be moving around the room assisting and helping the students. The teacher may be using resources to look up answers along with the students. She may be in a circle with the students, functioning as a part of the group. She will also be a learner. The teacher will be guiding, leading and helping the students to become independent.

This type of learning situation permits mistakes. It allows the learners to make errors without being punished or getting failing grades. True experimentation can take place. The learners can more easily find out how to correct the situation without being embarrassed. The teacher can more easily admit that she does not know all the answers. She and the learners can search for the answers together.

A more flexible learning environment permits the teacher to know the individual students better. And it enables the teacher to provide learning experiences that are more appropriate for the individual student's needs, abilities, and capacity. "The educational process needs to be geared to success for everyone. The concept of failing or barely passing can no longer be tolerated in this society."⁹

Handicapped students have been previously mentioned. These students could be physically or mentally handicapped. They might be junior high or high school age students, or they could be adult members in the community attending an extended class. Can the space and equipment meet their needs? Many of the principles that apply to planning facilities for the physically handicapped are also applicable to facilities for the general public. For additional help in this area, please refer to the references at the end of the article.

It has been implied that the school may be used by people other than "regular" students. Many schools now have classes for adults. Some schools are developing occupational classes for students that

⁹Nickolaus L. Engelhardt. *Complete Guide for Planning New Schools*. West Nyack, N.Y.: Parker Publishing Company, Inc. 1970. p. 98.

have dropped out of school. Other schools have programs for the pre-schoolers, aged, and the handicapped. Will you have students who are unusually gifted, mentally retarded or culturally deprived? Will your classes include boys and men? The changes occurring in our society suggest that males need as much exposure to our subject matter as girls and women do. The school should be used by the people in the community who support it. What kind of programs do they need? Can the space and equipment accommodate a curriculum to meet their needs?

In addition to needs, the community also has a variety of resources. These resources may be physical objects, companies, stores, traditions, publications and people. By exploring these and incorporating the appropriate resources into the curriculum students will learn more about their surroundings and develop an appreciation for them. Frequently the community people involved learn more about the home economics program, too.

When we plan to include other people in our program we need to communicate with them. Telephone and letters are frequent methods of communication but there may be times when other methods are more appropriate. Meetings, open houses, teas, and lunches demand room and facilities. Do you think they are important enough to plan space and facilities for them?

IMPLICATIONS

When Do You Act to Change Your Surroundings?

Let's begin right now to evaluate the present curriculum and the space and equipment.

- What type of image will your surroundings give? How are you communicating your present program to others?
- Do you have your curriculum expressed in a written form that the administration as well as an architect could truly understand?
- What does the future hold? What changes are you anticipating?
- How do you utilize your surroundings? What do you like about your present space? What would you change? What kind and how much equipment is necessary to teach your curriculum? How much flexibility will you need?
- Who are your students? How will they be grouped? What will they be doing as they are learning?

Every teacher needs answers to these questions now. The teacher may be the last one to be notified when there is some extra money in the budget and her department can be remodeled. And, sometimes, the teacher sees the plans for the department in the new school when it is too late to make desired changes. We need to know what we want and the reasons for it. The reasons should be backed up with a curriculum fitting the needs of the students and the students and the community. And in these days of "tight" budgets we need to set priorities.

Where Can You Get Help?

There are many manufacturers of school equipment who will be happy to send you information about their products. Some of these manufacturers also have a number of floor plans complete with equipment. Most of these plans, however, are not coordinated with given curriculums or communities. They offer many ideas but they need to be adapted to the situation. Designing a floor plan is somewhat like making a garment. We customize the garment to the body and personality of the wearer. Likewise, the floor plan needs to fit the community and curriculum of the school.

We need to be aware of how the floor plan will actually function in reality. Will those few inches of graph paper actually be big enough for 60 chairs and students? Will the tables take up so much room that it is impossible to walk around them? It often helps to find an existing area that is of a size similar to the area on the floor plan. This may make it easier to visualize the actual amount of space.

The state supervisor of home economics in your state may be able to provide valuable assistance. An advisory board, students, administrators, school board members, parents, architects, other teachers, janitors, and community members such as local kitchen designers may have valuable ideas.

There are probably other home economics teachers that you would like to ask for suggestions. They have had experiences in other departments and have found things that were helpful as well as situations they would like to change. We asked student teachers to observe home economics departments with the objective of finding features they felt were advantageous and features that were disadvantageous. These features were compiled into the list of "likes" and "dislikes" that follows. This list offers many practical suggestions for department planners. From your experience, what would you add?

LIKES

Space

- equipment and appliances around perimeter of room so center can be used for many purposes
- flexibility of space
- folding doors make space more usable
- can walk between tables easily
- easy movement between kitchens to distribute supplies, etc.

Storage

- for students' supplies and projects
- for teachers' equipment and preparation

DISLIKES

Space

- not enough classroom space
- no room for class discussion
- room is too long and narrow
- room is too small
- department is spread out too much
- kitchens are too far apart
- sewing machines were too close to closet doors
- poor traffic patterns

Storage

- too little
- disorganized
- little shelf space
- little file space

- large pantry
- walk-in closet
- wall of shelves and cabinets

Equipment

- movable, including trucks for books and references, portable sewing machines and movable storage cabinets
- tables that can be easily moved and arranged in many ways
- tables that are large enough for cutting fabric and other work
- overhead demonstration mirror
- sink and counter space in all rooms
- each kitchen is a different color and all equipment in the kitchen has a paint spot of that particular color

Appliances

- on replacement plan
- up to date
- colorful

Many Electric Outlets

Atmosphere

- light and airy

Chalkboard, etc.

- pegboard
- cork or masonite on back of display case for attaching and hanging things

Fitting Room

- away from hall viewers
- lighted

- tote drawers were too small

Equipment

- desk is too heavy to move
- long tables limit room arrangement
- heavy tables cannot be moved easily
- difficult to utilize both features of combination cutting table and sewing machine at the same time
- borrowing equipment that was a distance from the classroom
- no place for screen when using projector

Appliances

- did not work
- limited number
- no exhaust fan
- fans are noisy
- only one refrigerator
- ovens across room from kitchens
- no laundry equipment

Electric Outlets

- limited number
- poorly placed
- pins and legs of furniture caught in floor outlets

Atmosphere

- sterile and class-like
- drab colors and surroundings

Chalkboard, etc.

- limited or no chalkboard space on wall
- limited bulletin board space
- inconvenient

Fitting Room

- where students can disappear

Teacher's Office

- separate
- enclosed
- near or in classroom *or* centrally located
- not in traffic pattern
- contains storage space

Windows

- no screens
- cannot open and close easily
- limited ventilation
- cannot darken room to use AV equipment

Room gets too hot

Playschool Area

- restroom easily accessible
- outside entrance
- outside play area

Resource Center

- none
- limited number of reference books¹⁰

No floor plans have been included in this article. The perfect department has yet to be designed. We hope that you will try for the best possible arrangement of space and equipment. And when you arrive at this arrangement it may be the ideal arrangement for your curriculum and school but it probably will not be appropriate for another department without modification. Your physical arrangement should FOLLOW not FORCE your curriculum.

Now, more than ever before, there are exciting possibilities in designing home economics departments. There are new opportunities and there are new problems to solve. We hope this article has helped you think of new possibilities and alternatives. There is a multiplicity of options open to you. Won't you explore them?

¹⁰The author is indebted to University of Illinois student teachers Cheryl Armstrong, Ann Berkland, Shirley Berbaum, Bonnie Brantner, Jill Johnson, Lenore Keating, Sharon Monroe, Julie Smith, Martha Stamberger, Linda Voltz, Barbara Watson, Gail Wende, and Peggy Woll for their contributions.

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RESOURCE LIST: MANUFACTURERS OF EDUCATIONAL EQUIPMENT

- | | |
|--|--|
| 1. Fix-Play Inc.
2300 First Avenue, North
Birmingham, Ala. 35203 | 5. The Singer Company
8460 Watson Road
St. Louis, Mo. 63119
ATTENTION: Miss L. Layfield |
| 2. Multiplex Display Fixture Co.
1555 Larkin Williams Road
Fenton (St. Louis County),
Mo. 63026 | 6. Smith System Manufacturing Co.
P.O. Box 3515
St. Paul, Minn. 55165 |
| 3. Mutschler
302-358 South Madison
Nappanee, Indiana 46550 | 7. St. Charles Manufacturing Co.
St. Charles, Illinois 60174 |
| 4. E. H. Sheldon Equipment Co.
17853 Dixie Highway
Homewood, Illinois 60430
(Home office is at Muskegon,
Michigan) | 8. Geneva Industries, Inc.
201 South Eighth Street
Geneva, Illinois 60134 |

Addresses of large and small appliance companies are available in "Home Appliance Education," a booklet published by the Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Illinois 60606.

RESOURCE LIST: THE PHYSICALLY HANDICAPPED

1. Catalog of Publications (yearly)
American Foundation for the Blind
15 West 16th Street
N.Y., N.Y. 10011
2. The Helping Hand
Edward W. Lowan and Howard A. Rush
Institute of Physical Medicine and Rehabilitation
and the Arthritis Self-help Device Office
New York University Medical Center, New York
3. Homemaking Aids for the Disabled
The Occupational Therapy Department
Kenny Rehabilitation Institute
1800 Chicago Avenue
Minneapolis, Minn. 55404
4. Kitchens for Women in Wheelchairs
Helen E. McCullough and Mary B. Farnham
Circular 841
University of Illinois College of Agriculture
Extension Service in Agriculture and Home Economics
Urbana, Illinois
5. Planning Kitchens for Handicapped Homemakers
Virginia Hart Wheeler
Rehabilitation Monograph XXVII
Institute of Physical Medicine and Rehabilitation
and the Arthritis Self-help Device Office
New York University Medical Center, New York

AN EXPERIENCE IN HOME MANAGEMENT

Marianne Parker and Francille M. Firebaugh

Mrs. Marianne Parker is a 1971 B.S. graduate in Home Economics Education from The Ohio State University who was enrolled in the course described in this article. Dr. Firebaugh is a Professor at The Ohio State University, primarily engaged in research, but also teaching graduate and undergraduate courses in home management. This article resulted from an undergraduate course taught by Mrs. Firebaugh and Miss Ruth Deacon in the Winter term, 1971.

What does it mean to be old, a single parent, illiterate, affluent, poor, or handicapped? Only by working closely with people in these circumstances can one realize the impact of each situation on management. Home economics students at Ohio State University benefit from such experiences. Students enrolled in a home management course (an alternative to the management house experience) observe and participate in activities in homes. Concurrently, the students gain additional background and knowledge from personal research and discussions culminating in a paper analyzing the management aspects of the situation.

Introducing J and M

J and M are a couple who voluntarily participated in the experiences associated with the home management course. Both have cerebral palsy--not an uncommon disease. Every 53 seconds a baby is born in the U.S. with cerebral palsy, or CP [1]. Cerebral palsy results from brain damage before or during birth and is "characterized by paralysis, weakness, incoordination, or any other aberration of motor function" [2]. Any handicap is not easy to accept or handle, but cerebral palsy causes many limitations which have cumulatively disabling effects. Such is the case with M, the homemaker who has impaired visual and mental capacities. Her motor dysfunction is relatively mild compared with J's who, because of his paralysis, must use a wheelchair or crutches. Because the brain is involved, "it is the rule rather than the exception that one who has CP also has numerous associated impairments" [3].

In addition to their physical limitations, J and M must face the overwhelming handicap of illiteracy which spells greater unemployment, humiliation, frustration, and helplessness in a literate, word-oriented society. Schools and institutions are often not equipped to handle the *multiply*-handicapped [4]. Limited education and resulting unemployment means "economic problems are usually a serious matter to the cerebral palsied adult" [5]. Add to these major difficulties the emotional and psychological drains of insecurity, dependency, and feelings of inferiority and a picture of enormous hurdles for the handicapped emerges.

To help compensate for their disadvantages and deficiencies, the

handicapped must manage their resources carefully. Using available resources and gaining new skills and techniques is important in meeting demands. A systems approach to management can identify areas of greatest difficulty so that suggestions for improvement can be developed.

Analyzing Management Needs

A systems framework presented by Maloch and Deacon [6] serves as a basis for analyzing J and M's present management. Considering the household as a system, the input--demands and resources--can be examined in terms of output, or how resources are used to meet demands. Management within the system determines the output through planning (setting standards and sequencing actions), and controlling the plan (checking, facilitating, and adjusting). Feedback from these elements is necessary for successful management. Non-management is use of resources to meet demands, often in an impulsive manner without regard to the total system needs.

It was evident from observing M's management that the couple was generally satisfied with their use of resources and met demands (output). In food selection and preparation, however, the goals of the husband were not met and there were significant problems with available resources and their uses. This area is examined in detail later.

Input

Demands of a family include its values which are translated into goals, and events which are unexpected occurrences. The *values* expressed by J and M included those of usefulness, cleanliness and order, and independence. Obvious, but verbally unexpressed was the value of love and affection. Religious and economic values also could be inferred from their actions and statements. Some of the *goals* demonstrated and implied were those of having their own apartment, "going places and doing things together," living within their budget, and maintaining neatness and order in their apartment and their personal appearance.

The summer before the observation period, a major *event* happened when J was stricken with a serious gastric disorder. This required several changes in management including large money expenditures, a decision on whether to have surgery, changes in daily routine during his hospitalization, and different menus after he came home.

Due to her disability and illiteracy, M's personal *resources* are limited. J helps her with visual tasks such as reading the clock or setting the oven temperature, alleviating her visual deficiencies to a degree (see Illustration 1). Facilities within the federally subsidized apartment building serve as important material resources for J and M (see Illustration 2). The couple also receives food stamps and utilizes the services of the community CP clinic. Working in a sheltered workshop at the clinic increases their economic resources and feelings of personal competence and worth. Their minister and friend is a resource by sharing his knowledge, lending moral support, and helping with transportation, shopping, finances, and reading.



Illustration 1. Other human resources compensate for deficiencies when J uses his eyesight to help M set the oven temperature.



Illustration 2. The basement laundry facility is a useful resource, but even the directions on a detergent box pose problems for a person with limited vision and literacy.

Throughput

Planning. The couple's planning is most obvious in making major purchases and in transportation. J and M must depend on others for transportation which thus requires more forethought and planning than do their daily activities which usually involve only short-term planning.

Certain standards are evident in M's homemaking. She cleans the apartment daily, as a preventive action since she cannot see the dust. Her standards are situation specific--when company is coming, she also polishes the furniture and washes the window.

Controlling. The couple's disabilities make certain controlling activities difficult. They cannot record their finances for checking their budget, but their minister friend helps them. Adjusting occurs but sometimes takes a long while because M needs time to consider the results to recognize better alternatives. Examples of checking, adjusting, and facilitating can best be seen in the section on a specific task.

Output

J and M use their resources to satisfy their demands the best way they know how. Their meager economic resources are spent on their sustenance, their apartment, each other, their TV (the illiterate's main contact with the world), and sports events. They spend time and energy working at the clinic and keeping their home pleasant.

Management in a Specific Task Area

M's major problem in meal planning and preparation is one of resources, the means available for meeting demands [8]. The demands of J's restricted diet and the need for meal variety call for more resources than M has available--the greatest deficit being a lack of skills and abilities. Being unable to read advertisements for specials or to see the prices or labels on containers makes it impossible for her to compare prices and quality. M cannot use cookbooks or follow simple directions on a package. Therefore, she must rely to a great extent on convenience foods which further drain her limited financial resources. The student working with her made up a "cookbook" of simple economical recipes, using pictures and a few basic symbols (see Illustration 3). The foods were prepared with the student present to avoid possible ambiguities and to demonstrate techniques such as measuring. Any progress toward functional literacy would be an important resource gain.

In the area of planning, M depends on a standing plan of always buying the same things when she goes to the store; however, this leads to monotony and does not allow for flexibility. By not planning according to need, she overbuys on some items and underbuys on others. The lack of feedback and control, for example, results in her buying more



Illustration 3. Facilitating aids such as picture-symbol recipes help overcome some literacy and vision problems.

frozen foods than the freezer will hold. Generally, M decides what she will have for dinner when she gets home from work at 4 pm, but this short-term planning can cause problems such as when the meat does not have time to thaw or the pudding will not cool.

Variety in the meals is subordinant to quantity and personal preferences, and here M's standards conflict somewhat with her husband's. M prefers two canned vegetables (easy to heat and serve), meat, and a filler every meal whereas J enjoys a casserole or other combination occasionally. Situation specific standards are noted in the use of perked coffee for company and instant coffee for every day.

In preparing meals, M has some difficulty with sequencing, resulting from her lack of skills and experience. As an example, the potatoes often finish cooking before anything else.

A lack of controlling ability further complicates meal preparation. Food without pictures on the can or package increases possibility of mistakes about contents. Due to limited eyesight, M must check foods for doneness by tenderness or according to the clock. This makes some preparation methods such as frying more difficult than baking. M therefore bakes all meats in water in the oven. Although this is good for J's diet, it decreases variety. This management problem was helped to a small degree by introducing broiling as another cooking method which can be controlled by timing.

Both planning and controlling have been improved by M's experiences, since she questions when something goes wrong. Sometimes someone with more experience or skill is needed to discover the problem, but often J and M find the difficulty themselves. For example, M was relieved to learn that the scalloped potatoes were too done on top because she had the oven set at "broil" rather than "bake," and that the piecrust was different because she added sugar and should not have. This information feeds back to affect the input another time.

Generally, additional knowledge and skills would aid M in all the elements of management. More alternatives would become available for decisions, and planning and controlling would be simplified, thus enabling her to better manage her resources according to system needs.

Benefits to Students

Although M and other homemakers participating in the experience benefit from the help and friendship of the students, the students reap the greater benefits. Not only do students learn to understand and apply management principles, they become aware of life outside their limited spheres and grow through rich and enlightening human relationships that develop. J and M are no longer subjects to be observed--they are friends.

A course like that at Ohio State offers greater variety of experience than a classroom lecture, seminar or management house requirement, since it is without the inherent limitation of artificiality. On the

high school level, direct experiences can be gained through home situations, club or extra-curricular activities, or individual, group, or whole class projects in the regular curriculum. Regardless of the program's organization, the combination of actual experience, research, and discussion makes a practical, invaluable learning experience for the student.

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BOOK REVIEW

Career Education, What it is and how to do it, by Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin and Garth L. Mangum. Salt Lake City, Utah: Olympus Publishing Company, 1972. 190 pages.

Home economists, long interested in career education in their own field, will do well to read this book about broad range career education which gives responsibility to every subject, to every grade, to the home and to the community. A career is defined as "a personally satisfying succession of productive activities over a lifetime and generally leading toward greater satisfaction and contribution." Career education is, therefore, "preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employer or employee, in private business or in the public sector, or in the family." A new challenge to home economics? Decidedly, yes.

The role of home and family is discussed as one of the five components of career education, pointing out that influence from this source can be a tremendous ally or a formidable foe in furthering the objectives of career education. The home is influenced by happenings at work, and workers are affected by attitudes gained at home.

Home Economics teachers can help the total career education concept in several ways. Suggestions include:

- The teaching of family relationships and the skills of parenthood as an essential part of education. ". . . home and family living should clearly be included in the knowledge to be transmitted to all students." Provision must be made for this teaching at junior high, senior high and adult education levels.
- The teaching of consumer education, since consumer purchases and the use of consumer goods play a major role in home and family relationships.
- The teaching of work values in carrying out the work of the home [and the work in the homemaking laboratory]. The authors point out:

There is no basic principle of work itself that cannot be easily demonstrated in the home. Such concepts as the interdependence of workers on each other for successful production, the importance of cooperation . . . , of specialization of work roles, of punctuality . . . , of following directions, of accepting personal responsibility for performance of assigned tasks, of avoiding unnecessary waste, and of cleanliness in the work areas are first introduced there. So, too, can such basic concepts as the boredom that comes from performance of an important but routine task, the rewards that come from completion of an assigned task, and the necessary

reprimands that typically come when a worker fails to correctly perform an assigned task.

- Assisting with parent education in both organized and informal ways. A massive program is needed to help parents view the home as a place of work, and to accept the inevitability of some form of work as an essential part of the lives of their children.

Attitudes of parents about work need changing. It is suggested that for many thousands of people, at various times in their lives, it may be increasingly necessary for them to use work within the family structure as a means for meeting their normal needs for achievement. Work in the classic sense of something one does for money will not always be available.

Parents also need to change attitudes about the worth of a baccalaureate degree as the best and surest route to occupational success for their children.

Many changes in teacher education are recommended to invest programs with a career education emphasis. Changes in counselor education and the preparation of administrators are two of these. It is also stated that work experience and work-study programs should become as an important part in the preparation of all prospective teachers as student teaching is now considered.

Career education is more than a school responsibility, it has to involve the community. This book explains many ways this interrelationship can operate through various avenues. Steps in obtaining support and cooperating for initiation and maintenance of a career education program are defined.

--Mary Mather

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